The University of Victoria

Graduate Calendar 2016–2017

January 2017 Edition

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2016-2017 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.

2016-2017 ACADEMIC YEAR

Winter Session - Second Term

January 2017

1	Sunday	New Year's Day[1]
4	Wednesday	Second term classes begin for all faculties
6	Friday	Senate meets
12	Thursday	Last day for course changes for Faculty of Law
17	Tuesday	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.uvic.ca/course-registration
20	Friday	Last day for adding courses that begin in the second term
		Last day for graduate students to register in a personal leave in second term
31	Tuesday	Last day for paying second term fees without penalty

February 2017

3	Friday	Senate meets
7	Tuesday	Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.uvic.ca/course-registration
13	Monday	Family Day[1]
13-17	Monday-Friday	Reading Break for all faculties
15	Wednesday	Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Spring term only)
28	Tuesday	Last day for withdrawing from full year and second term courses without penalty of failure

March 2017

3	Friday	Senate meets

April 2017

4	Tuesday	Last day of classes for all faculties, except Faculty of Human and Social Development[2]
7	Friday	Senate meets
		Examinations begin for all faculties, except Faculty of Human and Social Development[2]
14	Friday	Good Friday[1]

April 2017

17	Monday	Easter Monday[1]
25	Tuesday	Examinations end for all faculties
		End of Winter Session

2017/2018 OFFICIAL ACADEMIC YEAR BEGINS

Summer Session 2017

See Summer Studies website for complete dates www.uvic.ca/summer

May 2017

1	Monday	May-August courses begin for all faculties, except Faculty of Law
5	Friday	Senate meets
8	Monday	May and May-June courses begin
		May-August courses begin for Faculty of Law
15	Monday	Last day for course changes (Faculty of Law only)[3]
		Last day for graduate students to register in a personal leave in summer
22	Monday	Victoria Day[1]
25	Thursday	Senate Committee on Academic Standards meets to approve Convocation lists
31	Wednesday	Fees deadlines for summer

June 2017

7	Wednesday	May courses end
8	Thursday	June courses begin
12-16	Monday-Friday	Spring Convocation
30	Friday	May-June and June courses end

July 2017

1	Saturday	Canada Day[1]
3-4	Monday-Tuesday	Reading Break May-August sections only
5	Wednesday	July and July-August courses begin
15	Saturday	Deadline to apply to graduate for Fall Convocation (all faculties)
27	Thursday	July courses end
28	Friday	August courses begin
		May-August classes end for all faculties except Faculty of Law
27, 28, 31	Thursday, Friday and Monday	Supplemental and deferred examinations for Winter Session 2016-2017 (except for Business courses)

August 2017

2	Wednesday	May-August courses end for Faculty of Law
7	Monday	British Columbia Day[1]
8	Tuesday	May-August examinations begin for all faculties
18	Friday	May-August examinations end for all faculties
21	Monday	July-August and August courses end

Winter Session - First Term

September 2017

4	Monday	Labour Day[1]
5	Tuesday	First year registration and opening assembly for Faculty of Law
6	Wednesday	First term classes begin for all faculties
14	Thursday	Last day for course changes in Faculty of Law
19	Tuesday	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date[4]
22	Friday	Last day for adding courses that begin in the first term. Last day for graduate students to register in a personal leave in first term
30	Saturday	Last day for paying first term fees without penalty

October 2017

6	Friday	Senate meets
9	Monday	Thanksgiving Day[1]
10	Tuesday	Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date[4].
18	Wednesday	Senate Committee on Academic Standards meets to approve Convocation lists
31	Tuesday	Last day for withdrawing from first term courses without penalty of failure

November 2017

3	Friday	Senate meets
11	Saturday	Remembrance Day[1]
13-15	Monday-Wednesday	Reading Break (except Faculty of Law)
14&15	Tuesday & Wednesday	Fall Convocation
15	Wednesday	Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Fall term only)
30	Thursday	Last day of classes in the first term for Faculty of Law

December 2017

1	Friday	Senate meets
		Last day of classes in first term except Faculty of Law and Faculty of Human and Social Development[2]
		National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled from 11:30 am - 12:30 pm.
4	Monday	First-term examinations begin, except Faculty of Human and Social Development[2]
15	Friday	Undergraduate deadline to apply to graduate for Spring Convocation
18	Monday	First term examinations end for all faculties
25	Monday	Christmas Day[1]
26	Tuesday	Boxing Day[1]

December 2017

| 25-1 | Monday-Monday | University closed |

Winter Session - Second Term

January 2018

1	Monday	New Year's Day[1]
3	Wednesday	Second term classes begin for all faculties
5	Friday	Senate meets
11	Thursday	Last day for course changes for Faculty of Law
16	Tuesday	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.uvic.ca/course-registration
19	Friday	Last day for adding courses that begin in the second term Last day for graduate students to register in a personal leave in second term
31	Wednesday	Last day for paying second term fees without penalty

February 2018

2	Friday	Senate meets
6	Tuesday	Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.uvic.ca/course-registration
12	Monday	Family Day[1]
12-16	Monday-Friday	Reading Break for all faculties
15	Thursday	Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Spring term only)
28	Wednesday	Last day for withdrawing from full year and second term courses without penalty of failure

March 2018

| 2 | Friday | Senate meets |
| 30 | Friday | Good Friday[1] |

April 2018

2	Monday	Easter Monday[1]
6	Friday	Senate meets Last day of classes in first term except Faculty of Law and Faculty of Human and Social Development[2]
9		Examinations begin for all faculties, except Faculty of Human and Social Development[2]
24	Tuesday	Examinations end for all faculties End of Winter Session

1. *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.

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

3. See also Faculty of Law for more details regarding Summer 2016 and 2017, and Summer 2016 and 2017 Important Dates for law courses.

4. For non-standard courses see <www.uvic.ca/current-students/ home/course-registration/look-up-courses/index.php>.

May 2016

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June 2016

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August 2016

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February 2017

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April 2017

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May 2017

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June 2017

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July 2017

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August 2017

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General Information

Known for excellence in teaching, research, and service to the community, the University of Victoria serves over 20,000 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

1. The Winter Session is divided into two terms: the first, September to December; the second, January to April. The period May through August is the Summer Session.

2. Credit courses offered in the Summer Session period (May-August) are listed on the Summer Session website at <www.uvic.ca/summer> in late February. Off-campus courses, courses offered at the Bamfield Marine Sciences Centre and summer travel study programs are also listed on the website. Academic rules and regulations published in the main University Calendar apply to students taking courses in the Summer Session period.

The University reserves the right to cancel courses when enrolment is insufficient.

For information, contact:

> Manager—Curriculum and Calendar
> Office of the Registrar, Student Affairs
> University Centre
> Phone: 250-721-8471; Fax: 250-721-6225
> Email: calendar@uvic.ca
> Website: <www.uvic.ca/summer>

Calendar Changes

The official academic year begins on May 1. Changes in calendar regulations normally take effect with the beginning of the Summer Session on May 1. 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 (OREG) website <www.uvic.ca/timetable>. Amendments to the timetable are incorporated into the Class Schedule Search, which is accessible at the website: <www.uvic.ca/timetable>.

Course Values and Hours

Each course offered for credit has a unit value. A full-year course with three lecture hours per week through the full Winter Session from September to April normally has a value of 3 units. A half-year course with three lecture hours per week from September to December or from January to April normally has a value of 1.5 units. A 3-unit course (3 hours of lectures per week throughout the Winter Session) approximates a 6 semester-hour or a 9 quarter-hour course. A course of 1.5 units approximates a 3 semester-hour or a 4.5 quarter-hour course.

Course Experience Survey (CES)

Towards the end of every course at the University of Victoria, all students will have the opportunity to complete a brief, anonymous, online survey on their experience as a student in the course. The purpose of the CES is to provide feedback to the instructor, the department and the university as a means to improve and sustain the quality of teaching, course design, and program development. The University regards it as a student's responsibility to provide such feedback in order to support the constant improvement of programs for future students. Instructions to students will be provided for each course to obtain access to the survey via laptop, tablet, or mobile device.

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 ONECard, 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.

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 is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name, student ID number, Social Insurance Number [where on file]) student contact information (address and

telephone number), student demographic characteristics, enrolment information, previous education, and labour force activity.

The federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. 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. On request by a student, Statistics Canada will delete an individual's contact information (name, address, or other personal identifiers) from the PSIS database.

To make such a request, please contact us:

Via mail:

> Institutional Surveys Section
> Centre for Education Statistics
> Statistics Canada
> 100 Tunney's Pasture Driveway
> R.H. Coats Building, Floor 13 G
> Ottawa (ON) K1A 0T6

Via e-mail:

> statcan.PSIS-SIEP.statcan@canada.ca

It is with the goodwill and collaboration of postsecondary institutions that we will reach our goal of providing reliable postsecondary education information required to plan for our future.

Schedule of Classes (Timetable)

The schedule of graduate and undergraduate classes for the Winter Session is available from the Web Time-Table, which is accessible at the website <www.uvic.ca/timetable>.

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 faculties for any additional or more specific policies.

POLICY ON HUMAN RIGHTS, EQUITY AND FAIRNESS (GV0200)

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 (AC1210)

The University recognizes its obligation to make reasonable accommodation for students whose observance of holy days might conflict with the academic requirements of a course or program.

Students are permitted to absent themselves from classes, seminars or workshops for the purposes of religious or spiritual observance.

In the case of compulsory classes or course events, students will normally be required to provide reasonable notice to their instructors of their intended absence from the class or event for reasons of religious or spiritual observance. In consultation with the student, the instructor will determine an appropriate means of accommodation. The instructor may choose to reschedule classes or provide individual assistance.

Where a student's participation in a class event is subject to grading, every reasonable effort will be made to allow the student to make up for the missed class through alternative assignments or in subsequent classes. Students who require a rescheduled examination must give reasonable notice to their instructors. If a final exam cannot be rescheduled within the regular exam period, students may request an academic concession.

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

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

DISCRIMINATION AND HARASSMENT POLICY (GV0205)

The University of Victoria is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs. The Policy prohibits discrimination and harassment and affirms that all members of the University community—its students, faculty, staff, and visitors—have the right to participate equally in activities at the University without fear of discrimination or harassment. Members of the University community are expected to uphold the integrity of the Policy and to invoke its provisions in a responsible manner. All persons within the University who are affected by the Policy, particularly the parties to a complaint, are expected to preserve the degree of confidentiality necessary to ensure the integrity of the Policy, the process described in the Policy, and collegial relations among members of the University community. The Policy is to be interpreted in a way that is consistent with these goals, with the principles of fairness, and with the responsible exercise of academic freedom.

The Policy addresses discrimination, including adverse effect discrimination, and harassment, including sexual harassment, on grounds protected by the British Columbia Human Rights Code. Prohibited grounds for discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender

identity or expression, age, or conviction of a criminal offence when unrelated to employment. The Policy also addresses personal 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 250-721-8786 for confidential advice and information. Definitions are included in the *Discrimination and Harassment Policy and Procedures* (Policy GV0205) which can be found on the office website, <www.uvic.ca/eqhr>.

Creating a Respectful and Productive Learning Environment

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations. Instructors or students who have unresolved questions or concerns about a particular learning environment should bring them to the Chair or Director of the unit concerned (or Dean, in the case of undepartmentalized faculties).

Graduate students are encouraged to familiarize themselves with the Responsibility in the Supervisory Relationship Policy available at <https://www.uvic.ca/graduatestudies/research/home/yoursupervisor/relationship/>.

STUDENT DISCIPLINE

A student or former student may be reported to the President for disciplinary action and may be suspended, subject to appeal to the Senate, for misconduct, including but not limited to such matters as a breach of University regulations or policy, for example, Acceptable Use of Electronic Information Resources (Policy IM7200), Discrimination and Harassment Policy (and Associated Procedures) (GV0205), Violence and Threatening Behaviour Policy (SS9105), 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, reregistration, or other University document, submitting a falsified transcript or other document or participating in hazing, which is prohibited by University regulation.

Academic Services

ACADEMIC ADVISING

Each undergraduate faculty provides academic advising services for students contemplating studies at the undergraduate level. Students are encouraged to read the appropriate Calendar entries for the faculty, department and program they wish to enter in order to determine prerequisites and other program requirements.

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 student 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 résumé, 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.uvic.ca/coopandcareer>

ENGLISH AS A SECOND LANGUAGE

The English Language Centre offers a number of programs to assist non-native speakers to improve their English language proficiency and participate in an English-speaking academic setting with confidence. For details, visit https://www.uvcs.uvic.ca/elc/. Additionally, the Department of Linguistics offers a non-credit course in English for admitted students whose native language is not English. For details, see LING 099 in the course listings of the undergraduate Calendar.

THE LEARNING AND TEACHING CENTRE

The Learning and Teaching Centre's mission at the University of Victoria is to inspire, support and promote excellence in learning and teaching university-wide in order to enhance the educational

experience for everyone. Core activities include academic unit program curriculum design/redesign and learning outcomes development; support for instructors and faculty at all career levels; professional development for TAs and graduate students; innovative instructional methods; advocacy for fair, effective, transparent and developmentally-focused teaching assessment for instructors, and learning assessment for students; and administration of the Jamie Cassels Undergraduate Research Awards (JCURA), the Centre for Academic Communication (which includes the former Writing Centre), the Math and Stats Assistance Centre and a variety of grants for instructional improvement.

Support for student academic success includes:

The Centre for Academic Communication (CAC)

Learning Commons,
McPherson Library
Phone: 250-853-3675
Web: <www.uvic.ca/learningandteaching>

The CAC, formerly the Writing Centre, supports undergraduate and graduate students in developing their academic communication skills. These skills include writing and reading in an academic environment as well as understanding the expectations of academic work and presenting that work verbally or in writing. We provide free programming through one-on-one appointments, workshops, and drop-in zones. Whether you are just getting started or nearly done your assignment, paper, or award application, our staff can provide valuable guidance. We can also provide individual learning consultations to help you maximize your use of CAC supports and services. Please see our website for more information: <www.uvic.ca/learningandteaching/home/home/centre>.

The Mathematics and Statistics Assistance Centres

Whether you are a Math whiz or a student struggling with a required math course for your major, the Mathematics and Statistics Assistance Centres (AC) are available to enhance and support your learning in the mathematical sciences. At the Centres you will find free, high quality, one-on-one drop-in support for all UVic first and second year Mathematics and Statistics courses. Each Centre hosts a team of skilled graduate and undergraduate student tutors ready to help you on a first-come-first-served basis. The Centres (jointly run in partnership with the Department of Math and Stats) currently have two permanent locations on campus: the McPherson Library Learning Commons, Room 129 and in the David Turpin Building, DTB A202. Schedules for each term, along with additional information about the Centres may be found at <www.math.uvic.ca/~msassist>.

UVIC LIBRARIES

UVic Libraries support teaching, learning and research at the University of Victoria by providing expert and innovative access to the world's recorded knowledge.

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

Facilities include individual and group study seating for over 1,500 students. Wireless Internet access is available in the Mearns Centre for Learning–McPherson Library, the Priestly Law Library and the Curriculum 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. Friendly and knowledgeable staff are available to assist students and faculty in taking fullest advantage of UVic 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, UVic Libraries house over 2.1 million print volumes, 1.4 million microform items, 21,000 cartographic items, 137,000 serial subscriptions, 41,000 sound recordings, 33,000 music scores, 11,000 films and videos and 1,600 linear metres of manuscripts and archival material.

Mearns Centre for Learning–McPherson Library: Contains all of the library collections (except Law and Curriculum resources), as well as reserve materials, cartographic materials, music and media materials, microforms, Special Collections and the University Archives.

Diana M. Priestly Law Library (Fraser Building): Contains over 170,000 books, journals and federal and provincial parliamentary and legislative materials, and over 250,000 microform items of primary and secondary historical legal materials, as well as access to online database services.

Curriculum Library (MacLaurin Building): Primarily serves the learning, teaching and research needs of Education students. Resources include print materials, media materials, and specialized collections.

UNIVERSITY OF VICTORIA LEGACY ART GALLERIES

UVic is home to one of Canada's largest university art collections, with nearly 20,000 artworks including decorative and applied arts with a European emphasis and Canadian art with a West Coast emphasis. The collections are showcased at the Legacy Art Gallery, located downtown at 630 Yates Street, at the Legacy Maltwood in the Mearns Centre for Learning in the McPherson Library, and in a range of locations across campus and in the community. These collections provide a rich resource for teaching and research. Further information on Legacy Art Galleries and its collections is available online at <legacy.uvic.ca> or from the Legacy Art Gallery at 250-721-6562.

LEGACY ART GALLERY, DOWNTOWN

630 Yates Street

Hours: Wed-Sat 10:00-4:00; Free admission

Phone: 250-721-6562

web: <legacy.uvic.ca>

email: legacy@uvic.ca

Situated off-campus in downtown Victoria, the Legacy offers a welcoming contemporary art gallery. UVic's galleries include the Legacy Maltwood -McPherson Library (Mearns Centre for Learning) and the Legacy Downtown. Both spaces feature innovative exhibit projects and programming with campus and community partners and often show work from UVic's permanent collection of over 19,000 objects. Our downtown gallery space was Michael Williams' gift to the University of Victoria along with an art collection focusing on the Pacific Northwest region. Our staff will give you a warm welcome and introduce you to the current exhibits.

UNIVERSITY PUBLICATIONS

Graduate Student Viewbook

Provides information about UVic graduate programs offered and the procedures to follow to apply for admission. Available at <www.uvic.ca/assets/documents/pdfs/ UVicGraduateViewbook.pdf>.

Undergraduate Student Viewbook

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.

Continuing Studies Calendar

Lists non-degree programs; issued in the fall and spring. Available at <www.uvcs.uvic.ca/>.

Indigenous Student Handbook

Provides an overview of programs and services that may be of particular interest to Indigenous applicants, including student and faculty profiles.

Distance Learning and Immersion Course Guide for Off Campus Students

Lists credit and certificate offerings available to off campus students. Available at <www.uvic.ca> under "Academic Calendars".

Student Health 101

A monthly e-magazine, coordinated by Health Services, that covers a variety of topics related to health and wellness. Registered students are alerted by email for access to the monthly issue.

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 Canadian schools and colleges 6 to 8 times a year.

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.

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>.

The Ring

The Ring is UVic's community newspaper, distributed on campus eight times each year, free of charge. The Ring website features regular updates at <ring.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.

UNIVERSITY SYSTEMS

University Systems(Systems) provides technology and support for UVic students. Your NetLink ID, created during your application to UVic, is your key to accessing computing services at UVic such as:

- My page: Register for courses <uvic.ca/mypage>

- Email: Your @uvic.ca email account <uvic.ca/email>

- CourseSpaces: Online learning systems <coursespaces.uvic.ca>

- Online Academic Community: Courses, clubs, and other community pages <oac.uvic.ca>

- UVic wireless network: Wireless Internet access <uvic.ca/airnet>

- Computer labs: Windows or Mac workstations <uvic.ca/systems/facilities>

If you have forgotten your NetLink password, you can reset it at <uvic.ca/accounts>.

The Computer Help Desk is your single point of contact for assistance with services offered by University Systems. There are Computer Help Desks located in the Clearihue, Business & Economics, and Human & Social Development buildings equipped with Windows and Mac workstations for student use, pay-for-printing facilities, scanners, photocopiers, and a vast software library to support your coursework. There are also Computer Help Desks in the McPherson Library, the UVic Bookstore, the Technology Solutions Centre in Clearihue C143, and in Clearihue A004. The Help Desk can help you to solve

technology problems including issues with UVic services such as your NetLink ID or UVic wireless, software assistance with products such as Microsoft Office, and computer hardware repair such as data recovery or in-warranty repair of Apple products by our Apple-certified technicians. See <uvic.ca/systems> for our Service Catalogue and more information.

Computer Help Desk

Phone: 250-721-7687

Toll free: 1-844-721-7687

Web: <www.uvic.ca/systems>

Twitter: @uvichelpdesk

Student Affairs

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

ACADEMIC ADVISING CENTRE (FACULTIES OF HUMANITIES, SCIENCE AND SOCIAL SCIENCES)

University Centre Building A205 Hours: Mon-Thu 8:30-4:00- Phone: 250-721-7567 ext. 6

Email: advising@uvic.ca

Web: www.uvic.ca/advising

As a unit in the Division of Student Affairs, the Academic Advising Centre (AAC) provides support for undergraduate students in the Faculties of Humanities, Science and Social Sciences at all stages of their degree. Academic advisers can discuss academic plans; review transfer credit and explain how they apply to a chosen degree; help students select courses and plan for degree completion; clarify and interpret university policies and procedures; provide informed referrals.

Academic Advising Centre (AAC) frontline advisers can answer many questions, whether they are about academic programs and procedures, more general questions or enquires about processes and/or requirements of the university. Completed forms can be dropped off with frontline advising.

Frontline advising will refer you to an AAC academic adviser or academic unit Adviser if you require more in depth assistance. They can also assist you in booking a same-day appointment with AAC advisers.

The AAC has three main advising teams:

1. First and second year advising, which includes newly admitted first-year students

2. Third and fourth year advising, which includes transfer and declared students

3. International Academic Advising, which includes international degree-seeking students and students going out on exchange

AAC Advisers with special interests and knowledge are responsible for developing targeted programming and providing individual advising for the following student groups:

- Indigenous students

- Vikes varsity athletes

More information can be found at: www.uvic.ca/advising

ATHLETICS AND RECREATION

Centre for Athletics, Recreation and Special Abilities (CARSA)

Phone: 250-721-8409

Vikes 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 UVic. Through the program, athletically gifted student-athletes are provided with high quality coaching and high levels of competition that permit them to pursue athletic excellence while studying at UVic. Sports currently offered for men and women include: basketball, cross-country/track, field hockey, golf, rowing, rugby, soccer and swimming. UVic teams participate in Canadian Interuniversity Sport (CIS), Canada West University Athletic Association (CWUAA), as Independents in the National Association of Intercollegiate Athletics (NAIA) and in various high-level leagues in southwest British Columbia. Visit <www.govikesgo.com> for details.

Recreation

Vikes Campus Recreation is your campus starting point for physical, social and mental health and provide facilities and programs designed to meet the needs of students throughout the year. Vikes Campus Recreation provides a wide variety of programs and services, including: a two-floor fitness weight centre, sports leagues, the tallest University climbing center and bouldering in Canada, convenient aquatics lessons and programming, a variety of fitness classes including yoga, spin, TRX, martial arts and dance, various sports and recreation clubs and an Outdoor Recreation Resource Centre. Visit <www.vikesrec.ca> for more information.

Recreation Facilities

Use of CARSA facilities and participation in the programs of Athletics and Recreation is open to students and to faculty and staff with a Vikes Recreation membership or by drop in rates. Visit <www.vikesrec.ca/membership> for more details.

The UVic campus offers several playing fields, including grass, multi-purpose and water-based, Centennial Stadium, and miles of jogging trails through the woods and along Cadboro Bay. The Simpson Property and the Elk Lake Rowing Centre are also available.

The newly-opened CARSA facility offers over 190,000 sq. ft. of floor space. CARSA includes a 2,100-seat performance gym, a large multi-purpose fieldhouse, a two-level fitness weight training area,

the Peninsula Co-op Climbing Centre, dance space, dedicated TRX and spin classrooms, yoga studio, squash and racquetball courts, a rowing ergometer centre, a sports injury clinic and Half Time café, a convenient snack and refreshment facility. CARSA is also home to CanAssist, who are dedicated to helping people with disabilities improve their independence in daily living and their overall quality of life.

The McKinnon Building includes a gymnasium, dance studio, smaller weight-training room, 25-metre L-shaped pool, squash courts, and change room and shower facilities. The Ian H. Stewart Complex includes beach volleyball courts as well as an ice rink.

Vikes Sports Injury Clinic

The Vikes Sports Injury Clinic is available to students, staff, faculty and community. Treatment is available by appointment Mon-Fri 7:30am-2pm. Referrals are not required for treatment, but may be required by extended health care plans for reimbursement of visit charges. Treatments have a fee payable at each visit for all patients. The clinic can be reached by phone at 250-472-4057 or by email at <physio@uvic.ca>. The Clinic has metered parking and a separate entrance in CARSA accessible via Vikes Way off McKenzie Ave.

BOOKSTORE

>   Campus Services Building
>   Summer hours: (May-August)
>   Mon-Fri: 8:30-5:00
>   Saturday: 11:00-5:00
>   Winter hours: (Sept-April)
>   Mon-Fri: 8:30-5:30
>   Saturday: 11:00-5:00
>   Phone: 250-721-8311
>   Web: <www.uvicbookstore.ca>

The UVic Bookstore is owned and operated by the University, 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 for up to 50% of the new book retail price if they're in demand. Texts in demand are listed on the Bookstore's website.

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 houses Blink Print, a wide format print shop and has Print-on-Demand technology with an Espresso Book Machine that can print, bind and trim a library quality paperback book in minutes. The Bookstore also provides custom engraving and handles regalia rentals for grads.

The Bookstore offers a wide selection of contemporary UVic crested clothing and giftware, school and stationery supplies and has a unique gift section.

The Computer Store sells computer hardware and software, often with educational discounts. It also offers an inkjet refill service for printer cartridges.

Finnerty Express

>   Campus Services Building
>   Summer hours (May-August)
>   Mon-Fri: 7:30am-5:00pm
>   Saturday: 11:00-5:00
>   Winter hours (Sept-April)
>   Mon-Fri: 7:30am-7:00pm
>   Saturday: 11:00-5:00
>   Phone: 250-472-4594

Located on the lower level of the Bookstore, Finnerty's sells organic, fair-trade coffee and locally baked goods.

CHAPEL

>   Hours: Mon-Fri 8:00-5:30
>   Phone: 250-721-8338
>   Web: <web.uvic.ca/multifaith/chapel>

UVic's Interfaith Chapel provides the campus community with a peaceful and scenic location for religious services, personal meditations, and special ceremonies such as weddings and memorials. The Chapel is located beside parking lot #6. For booking enquiries, please call or visit our website.

CHILD CARE SERVICES

>   Complex A, B, C
>   Hours: Mon-Fri 8:00 am - 5:00 or 5:30 pm
>   (varies with age group)
>   Phone: 250-721-8500
>   Web: <www.uvic.ca/services/childcare/>

For more than 45 years, UVic Child Care Services has been providing safe, high quality child care for children of UVIC full-time students, faculty and staff. We are licensed to provide child care for infants, toddlers (18 months to 3 years), 3 to 5 year olds, and school aged children (after school and full days during school closures). Our Early Childhood Educators are certified through the provincial Early Childhood Educator Registry and our Infant and Toddler Educators hold specialty certification with this age group. Lower income families may be eligible for child care fee subsidies through the Ministry of Children and Family Development. Full-time students may also be eligible for child care bursaries through UVic's Student Awards and Financial Aid office.

Child care spaces are very limited, and there are long wait lists for all programs. We encourage families to apply as soon as possible. Prospective UVIC students should consider applying for the child care wait list at the same time as applying for studies at UVIC.

COUNSELLING SERVICES

>   Room B270 University Centre Building
>   Hours: Mon-Fri 8:30-4:30

Phone: 250-721-8341

Web: <coun.uvic.ca>

Counselling Services offers confidential counselling to students who have personal, career, learning or educational concerns. For current offerings, please visit the Counselling Services website.

Counselling for Personal Issues

Professional counsellors provide a confidential atmosphere in which students can explore any topic or situation and discuss any concerns they may have. Some of the personal problems that students bring to Counselling Services are shyness, lack of self-confidence, difficulty communicating with and relating to others, inability to speak up and express themselves, family and relationship conflicts, loneliness, grief, sexual concerns or abuse, depression, anxiety, stress, suicidal thoughts, sexual orientation issues, alcohol and drug concerns, loss of interest, difficulty in making decisions and coping with the university experience. Students are helped to work through their problems, develop self-awareness and overcome problems by using new coping strategies.

Wellness Groups and Workshops

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

- Gaining Social Confidence
- Managing Stress and Anxiety
- Awareness Tools for Mood and Stress
- Body Image/Relationship with Food
- Career Exploration/Planning
- Depression Management
- Grief and Loss Support
- Yoga to Manage Mood
- Overcoming Panic Attacks
- Healthy Relationship Skill Development

See our website for the complete list of current group offerings.

Counselling for Indigenous Students

Individual and group counselling is available for Indigenous students through collaboration with UVic's Office of Indigenous Affairs. Support can address a wide variety of issues such as: strengthening of identity, processing of colonial trauma, navigating the university environment as an Indigenous learner, and regaining balance and harmony in all aspects of life.

Counselling for International Students

Individual and group counselling is available for currently registered UVic international students on a wide variety of issues such as culture shock, communication, navigating the academic system, and returning home.

Educational and Career Counselling

Counsellors are available to help students explore and plan their career direction.

Educational Counselling offers help to UVic students who want to choose a major suited to their interests, skills and career goals. In addition, we provide assistance in selecting other post-secondary institutions, graduate programs or professional schools. For specific course advising, students are directed to their faculty's advising office.

Career Counselling can assist students in self-exploration to determine which careers best suit them and fit with their life goals and values. Topics for discussion and exploration include, but are not limited to: career exploration skills, short and long term goal setting, decision-making skills, career and occupational options and self-awareness (e.g., values, skills, personality and interests). We offer:

- individual counselling
- group counselling and workshops
- 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.

Courses and activities are offered to help students develop the specific skills needed to succeed in their studies, including:

- **Study Solutions in the C. W. Lui Learning Commons:** A Learning Consultant provides one-to-one help using student-proven strategies for academic success. This office is now staffed and overseen by the Resource Centre for Students with a Disability Learning Assistance Program. Please contact 250-472-4947 for hours of operation.
- **Thesis/Dissertation Completion:** Counsellors are available to help graduate students succeed with thesis and dissertation projects through weekly group meetings focused on self-care, time management, writing and goal setting.

FAMILY CENTRE

Student Family Housing

39208-2375 Lam Circle

Hours: Please check our website or Facebook page for hours and programs

Web: <web.uvic.ca/family-centre>

Email: familyc@uvic.ca

The Family Centre serves the families of UVic students living on and off campus. Conveniently located in Student Family Housing, the Family Centre co-ordinates family-initiated activities and programs, and offers support to new and experienced families.

The Family Centre offers a wide variety of programs that include: morning drop-in programs for the under-fives, after school club for children aged six to twelve, mom's night out book club, a library, clothing share, community newsletter and various workshops and monthly community building events. Check our FaceBook page for up-to-date info. Facebook.com/UVicFamilyCentre

UNIVERSITY FOOD SERVICES

University Food Services

Carroll Residence Building

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

Phone: 250-472-4777

Web: <uvic.ca/food>

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

Arts Place (Fine Arts Building)

Features specialty coffees and teas, alternate beverages, salads, sandwiches and wraps, pastries, cakes and other sweets

Cadboro Commons Dining Room (Upper -Commons)

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

Cap's Bistro (Lower Commons)

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

Village Greens (Lower Commons)

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

Village Market (Lower Commons next to Cap's)

Provides grab 'n go items as well as packaged foods and ingredients. Features specialty items such as celiac offerings and an organic section, fresh produce, bakery and coffee selections, as well as household staples from toothpaste to laundry detergent.

Mystic Market (University Centre)

Features nine distinct dining venues, including an all-day breakfast station; West Coast BBQ grill; Chopbox stir-fry; pizza and pasta; soup, sandwich & paninis; gelato, freshly-made waffles, fruit & parfait bar; all vegetarian kiosk and a general store.

Mac's (MacLaurin Building)

Custom-made sandwiches, wraps, salads, deli, soups, chili, baked goods, cold beverages, gourmet coffees

Nibbles & Bytes Café (Engineering Lab Wing)

Pizza, sandwiches, baked goods, hot and cold beverages

Court Café (Fraser Building)

Sandwiches, soup, hot and cold beverages

BiblioCafé (McPherson Library)

Organic drip and specialty coffees, gourmet sandwiches and baked goods

Halftime (CARSA)

Our new CARSA food facility! Featuring smoothie bar, made to order sandwiches and wraps, salads, chili, sweets & beverages to fuel all your CARSA sport and recreation activities.

SciCafé (Ocean, Earth and Atmospheric Science Building)

Organic coffees, calzones, paninis, salads and wraps

Check Food Services' website <uvic.ca/food> for hours of - operation.

In addition to the above, UFS operates Degrees Catering, a full service catering department on campus. Degrees is well equipped with 7 distinct dining venues in the Cadboro Commons Conference Centre. Degrees also delivers free of charge to any UVic location. Call 250-721-8603 or visit <www.degreescatering.ca>.

ONECard Dining Discount

Flex funds offer students, staff and faculty a 5% discount on all purchases at University Food Services outlets. The UVic ONECard is used much like a debit card: users pay money into an account established with Food Services and receive a discount on all purchases.

To learn more about dining card options, contact University Food Services' office at 250-472-4777 or visit their website: <www.uvic.ca/food>.

GLOBAL ENGAGEMENT

University Centre Building, room B202

Phone: 250-853-3586

Email: world@uvic.ca

Web: <www.uvic.ca/international>

A unit in the Division of Student Affairs, Global Engagement is responsible for operationalizing and supporting the university's internationalization objectives by collaborating with institutional and external stakeholders.

Responsibilities include:

*   developing and managing international partnerships, networks and alliances that support the international objectives of the institution and individual Faculties;

*   collaborating with university partners to develop, support and monitor strategic university-wide and faculty-specific agreements with international institutions that foster international and intercultural teaching, research and learning opportunities at UVic;

- coordinating and promoting specialized international mobility programs and scholarship/award competitions;

- organizing inbound and outbound delegations and providing assistance to international visitors at UVic;

- providing administrative support to field school/international group study directors;

- providing support regarding international risk management matters in collaboration with Risk Management and Safety;

- organizing events that showcase international and intercultural education and research at UVic;

- sharing best-practices and data regarding internationalization topics and global engagement with various internal and external stakeholders.

HEALTH SERVICES

Petersen Health Centre

Hours: Mon-Fri 8:30-4:30 + Wed eve (Sept-April)

Phone: 250-721-8492 (An on-call physician is available at this number after hours, week-ends and holidays)

Web: <www.health.uvic.ca>

Primary Health Clinic:

Health Services offers confidential and comprehensive medical care to students and urgent care to the campus community.

For new patients: If you have an existing health condition, it is helpful to bring a copy of your previous medical record. Your previous vaccination record is also useful, or be immunized before you arrive to campus.

Access to Care includes:

- Rapid-access appointments - for patients who need a same-day quick appointment for one issue

- Regular booked appointments - for patients who need care continuity to address medical problems

The team of physicians, nurses, office/admin staff, and specialized practitioners use a shared-care approach to carry out health screening, medical assessments, self-care education, pharmacology, treatments and therapy, care coordination, and referral to on-site psychiatry or other community specialists.

Practitioners address a range of student concerns including common and chronic illnesses, mental health and psychiatry, substance use, birth control and sexual health, immunization and travel advice, sports medicine, and wellness education. Group medical visits are provided for a few specific health issues. Please see our website for information.

We collaborate with and refer students to campus and community resources and to Island Health for specialized programs and hospital care.

Healthy student campus:

Health Services coordinates and partners with others to offer clinical and population health programs relevant to students.

- living healthy and well - education materials and programs and campus engagement

- mental health and substance use - group medical clinics, social norms education, and harm reduction

- public health and immunization- flu season, communicable illness, emergency preparedness

- sexual health and healthy relationships - contraception, healthy sexuality and self-care

- sports medicine and injury prevention - clinic partnership, concussion prevention, and education

See our website for the SHAPE Health and Wellness Program for 2016-17.

The Student Health Ambassadors and Peer Educators SHAPE program is a dynamic team of trained student volunteers who provide valuable health and wellness resources and programs to the university community. The ambassador team plans events and activities, develops workshops, offers education, and connects students to campus and community services.

- Student Health 101 is a monthly e-magazine, coordinated by Health Services, that covers a variety of topics related to health and wellness. Registered students are alerted by email for access to the monthly issue.

Medical Coverage and Eligibility

To see a physician, students must have a valid Provincial Health Care Card or international healthcare coverage, or will be billed directly.

British Columbia Residents

British Columbia students must have current enrolment in the BC Medical Services Plan. A valid medical insurance identification number (BC Care Card) must be provided for a physician visit at Health Services.

Residents of Other Provinces

Students from other provinces should continue their provincial medical coverage and provide their medical insurance identification number when they visit Health Services. All Canadian provincial/territorial plans (except Quebec) are accepted. Students from Quebec can apply to BC Medical Services Plan, or can pay for services at the time of their visit then seek reimbursement from their Quebec plan.

Non-residents of Canada

Students without provincial core medical insurance* will be billed directly at the time of a physician visit and provided a receipt for possible reimbursement. Students who are not residents of Canada should arrange for interim medical insurance coverage for the first three months until the student is eligible for the BC Medical Services Plan. The BC Medical Services enrolment should

be started upon arrival to BC as the process takes approximately three months.

Application forms for Interim private medical insurance can be found at <www.uvic.aon.ca>.

For application to the BC Medical Services Plan go to <www.healthservices.gov.bc.ca/msp>.

* Core medical insurance (for physician and hospital directed care) is NOT the same as the GSS or UVSS extended medical coverage (that covers some paramedical and prescription costs).

INTERNATIONAL STUDENT SERVICES

International Student Centre,

University Centre Building B272

Hours: Mon-Fri 9:00am-4:30pm

Phone: 250-721-6361

Email: issinfo@uvic.ca

Web: <www.uvic.ca/iss>

As a unit in the Division of Student Affairs, International Student Services (ISS) provides resources, services and supports for all international degree-seeking students, incoming and outgoing exchange students, visiting and visiting research students.

International Student Advising:

- Provides support for international students which begins with pre-arrival services and continues throughout the duration of studies at UVic.

- Provides information about Canadian immigration documents, health insurance, housing, social insurance numbers, income tax, identification cards, banking and other non-academic issues.

Student Exchange Program:

- The ISS Student Exchange Program has agreements with partner institutions around the world and is open to international, indigenous and domestic students.

- Partner institutions offer courses of interest primarily to undergraduate students enrolled in the Faculties of Humanities, Science and Social Sciences, although students from other Faculties may also be eligible to apply.

- A limited number of courses at partner institutions are also available for graduate students.

- Please consult our website for important information about procedures, applications and eligibility requirements.

- Students interested in coming to UVic through this exchange program should apply through their home university.

UVic Global Community:

- The UVic Global Community is a program area within ISS that involves international, indigenous and domestic students, staff and faculty working together to celebrate diversity,

advance inter-cultural competency and cultivate an inclusive and globally minded campus.

- Through many initiatives, partnerships and community connections, our programs, such as the Mentorship and Conversation Partner Programs, support international students' transition, integration, personal development and academic success.

International Commons:

- The International Commons (IC) is a welcoming space within the Learning Commons where students go to study and connect.

- ISS, in collaboration with the McPherson Library, coordinates programs and initiatives, such as the **International Academic Success Program**, in the IC designed to support academic success.

JUDICIAL AFFAIRS

University Centre B202

Hours Mon-Fri 8:30am to 4:30pm

Phone: 250-721-8865

Email: judicial@uvic.ca

Web: <studentaffairs.uvic.ca/judicial>

The Judicial Affairs Office works to create and enhance a safe and inclusive campus community in support of fairness, responsibility and respect for all. The Judicial Affairs Office engages in a number of activities to reach these goals, including providing preventative and educational programs and responding to a variety student matters, including responding to non-academic student misconduct allegations.

The University's Resolution of Non-Academic Misconduct Allegations (AC1300) policy provides students, faculty and staff with a safe way to report student conduct concerns, while protecting student rights and ensuring fair, respectful treatment through the resolution process. Non-academic misconduct includes behaviour that interferes with the maintenance of a safe, inclusive, and respectful university community (e.g. theft or vandalism; health and safety risks; fraud or impersonation; on campus drug or alcohol misuse; disruptive behaviour, etc.). If you have witnessed or been affected by non-academic misconduct, contact the Judicial Affairs Office for advice and direction.

The Judicial Affairs Office also works with the university community to develop and create pro-active programs and services for students on key areas including student mental health and sexualized violence.

For more information on Non-Academic Misconduct or the Judicial Affairs Office visit the website: <www.uvic.ca/judicial>.

Residence Services

Craigdarroch Office Building

Winter Hours: Mon-Fri 24 hours

Sat-Sun 8am-6am

Summer Hours: Sun-Sat 24 hours

Phone: 250-721-8395

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

On-Campus Accommodation

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

Dormitory Housing

-   Dormitory Housing provides room and board accommodation in single and double rooms for 1766 students in co-educational, non-smoking dormitories.

-   All rooms are furnished with a desk, chair, wardrobe and bed for each student. Cable television, telephone and internet hook-ups are available. Washrooms are centrally located on each floor. Cable television is provided in each floor lounge. 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 meal plan must be taken with Dormitory Housing.

Cluster Housing

-   Cluster Housing provides accommodation for 472 students in 118 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, desk, chair, chest of drawers and closet. Living-room furniture, a kitchen table and chairs, a stove, two fridges, a dishwasher and a vacuum cleaner are provided. Dishes, cutlery and cooking utensils are the residents' responsibility. Cablevision, telephone and internet hook-ups are available.

-   Cluster Housing is completely self-contained; meal plans are not required. Optional meal plans are available.

Bachelor and One-Bedroom apartments

UVic has 45 bachelor and one-bedroom apartments with priority given to graduate students. Apartments are furnished with a bed, desk, living-room furniture, kitchen table and chairs, stove and fridge. Dishes, cutlery and cooking utensils are the resident's responsibility. Cablevision, telephone and internet hook-ups may be arranged by the resident.

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 accessible units are available.

-   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 tenant must be a full-time student at UVic.

Housing Rates

Rates for 2016/2017 are:

Dormitory Housing

Single room with standard meal plan	$4768/ term
Double room with standard meal plan	$4177/ term

Cluster Housing

Individual rate (no meal plan)	$2916/ term

Bachelor and one-bedroom apartments

Bachelor	$2928/ term
One-bedroom	$3656/ term

Family Housing

1-bedroom apartment	$815/ month
2-bedroom apartment	$968/ month
2-bedroom townhouse	$1102/ month
3-bedroom townhouse	$1229/ month

Applying for Campus Housing

Students apply for campus housing through the UVic Residence Services website. The electronic application form for entry in September 2016 is active on the Residence website. To apply, a student must have a UVic Student ID number.

First-year students entering the University in the same year they graduate 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 $50.00 (non-refundable) residence application fee

•   been admitted to the University

- accepted the offer of admittance to UVic and paid the acceptance deposit to UVic

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 ensure that their email address and contact information is updated in the University Record at <www.uvic.ca/mypage>.

Payment Procedure for Dormitory and Cluster Housing

Acceptance Payment

All residents are required to pay a $250 security deposit and a $500 acceptance payment to confirm acceptance of an offer of dormitory or cluster housing. This payment is applied to first-term fees and is due within the deadline outlined in the room offer. 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
October 1	$500 second-term deposit
November 15	balance of second-term fees

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

Payment Procedure for Family Housing

To confirm acceptance of a family housing unit, students must sign a tenancy agreement and pay a security deposit ($500).

Rent is due on the first day of each month.

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

Moving In

Dormitory and cluster housing rooms are available as per the date indicated in the contract. Accommodation before this date may be available under special circumstances. Written approval must be obtained from the Residence Services Office. Approved early arrivals are charged $26 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 two contract options: the 8-month (Sept-April) contract; or the 4-month (Jan- April) contract. Graduate students have the option to choose a 12-month (Sept-Aug) contract. The contract must be signed online to accept the room offer.

Cancellations prior to Move-in Date (from date of room acceptance until Thursday, September 1, 2016) will result in the forfeiture of the $500 room acceptance deposit. From Friday September 2 until Sunday September 4, cancellations will result in the forfeiture of both room acceptance and security deposit ($750). After this period a charge of sixty days of accommodation and a $250 cancellation fee are applied to all contract cancellations, withdrawals and evictions.

Summer Housing

Dormitory accommodation is available throughout the summer months (May-August) for students, families, visitors and groups. 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 rates and further details.

Off-Campus Housing Registry

The Residence Services Office has partnered with Places4Students.com to provide off-campus listings for renters and landlords. A link to the off-campus service provider is available on the Residence Services website.

MULTIFAITH SERVICES

> Multifaith Services Centre
> Located at the Interfaith Chapel, Parking Lot #6
> Hours: Mon-Wed 8:30-3pm
> Thurs, Fri 8:30-2pm
> Phone: 250-721-8338
> Web: <www.uvic.ca/multifaith>

Multifaith Services 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, Jewish, Muslim and Unitarian 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, 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 and social events.

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

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY (RCSD)

> Campus Services Building
> Phone: 250-472-4947
> Web: <www.rcsd.uvic.ca>
> Email: inforcsd@uvic.ca

Academic accommodations enable access to essential course content and class activities.

The RCSD has deadlines for registering, and for requesting test and exam bookings. Students who have recent diagnoses or require a change in their academic accommodations may still request accommodations after the deadlines:

* The deadline for requesting academic accommodations for the September term is October 31st

* The deadline for requesting academic accommodation for the January term is February 28th

Exam requests must be received a minimum of two weeks before the scheduled exam, and for finals, two weeks before the first day of the final exam session.

The University does not cover costs related to medical documentation.

A diagnosis of disability alone does not guarantee academic accommodations.

Examples of services for registered students:

* Support with coordinating academic accommodation plans

* Assistive Technology consultation and use of a lab with a variety of cutting-edge software and hardware for students to explore.

* Alternate Text Support Centre produces and coordinates the acquisition of accessible and usable textbooks.

* Exam Centre coordinates more than 9500 accommodated exams per year on-site

* Sign language interpreters and transcribers for in-class interpreting.

The RCSD works to educate and consult on the implementation of universal design to increase academic accessibility on campus, and works with faculty to create accessible learning.

Applying to the University and registering with the RCSD are two separate processes. Students do not need to self-declare a disability when they are applying or being admitted to the University. Students do need medical and/or psychological documentation if they choose to register with the RCSD. Students should register with the RCSD as early as possible to avoid delay in services.

* See the FAQ section of the RCSD website <rcsd.uvic.ca/general/faq.html> for info on documentation.

   An IEP from a previous school is not sufficient documentation.

There are federal and provincial grants for qualified students that can help fund services and technology.

RCSD fee-based programs for all students:

Tap your strengths with our one-on-one learning as-sistance services. Our tutors and learning strategists are trained to help you develop personalized learning tools for your academic journey. In our service, you set the goals, and you decide what's important. Contact us to learn more about how you can work with one of our staff to develop:

* Personalized study skills

* Subject specific content help

* Effective goal setting

* Reading and writing strategies

* Help with time management, planning and organization

For more information, contact learning@uvic.ca.

THE WELCOME CENTRE

> University Centre
> Phone: 250-721-8949
> Fax: 250-721-8924
> Email: welcome@uvic.ca
> Web: <www.uvic.ca/services/welcome>

The Welcome Centre is your first point of contact in navigating the University of Victoria. The centre coordinates Campus Tours and is a key centre for community engagement focused events.

Student Groups and Resources

GRADUATE STUDENTS' SOCIETY

> Room 102, Halpern Centre for
> Graduate Students
> 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 UVic's 3000-plus graduate students and to address issues in the larger community that concern students.

Grad students democratically elect a five-member executive that works with the staff to advocate for and provide services to students. Grad students also select departmental representatives to sit on Grad Council, a body that 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 provided by the Society include the Extended Health and Dental Plans, Universal Bus Pass, boardroom and lounge space in the Grad Centre, child care bursaries (administered through Financial Aid), the annual handbook/daytimer, the Weekly Bulletin list-serve, department grants to support academic and social grad student initiatives, and special events planning. 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 a travel grant program to help graduate students attend professional meetings and conferences. The GSS also operates the Grad House Restaurant, which provides excellent food at great prices in a friendly, accessible environment open to all. For more information please visit the General Office (rm 102) in the Halpern Graduate Student 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.

University of Victoria Students' Society

Student Union Building

Phone: 250-472-4317

Web: <www.uvss.ca>

All undergraduate students at the University of Victoria are members of the UVic Students' Society (UVSS). The UVSS is a social justice based non-profit run by students, it is separate from the University, and it runs a successful social enterprise that includes nine unique businesses. The students' society exists to provide advocacy, representation, services and events for its members. The UVSS works on issues affecting students, such as post-secondary funding, public transit, sexualized violence, campus sustainability, student employment, and affordable housing.

Through their students' society, students can participate in political advocacy campaigns, clubs and course unions, events, conferences and other activities that take place regularly in the SUB and in the community. Being an active member of the UVSS is one of the most important ways students can contribute positively to their experiences on and off campus. Other ways to get involved include voting in elections, attending general meetings of the Society, getting involved in one of the many committees such as Campaigns, Events, Finance & Operations, or running for a position on the UVSS Board of Directors, Senate or UVic Board of Governors. By becoming an active member of the UVSS, students help create a fuller educational experience for

themselves and others and a better future for students at UVic and across Canada.

The UVic Students' Society operates the Student Union Building (SUB) – which houses nine unique businesses run by students for students. These businesses, are social enterprises (businesses run for a social good) and all profits that they make go back to students in the form of advocacy, events and services. These businesses are:

- **Health Food Bar** (wraps, smoothies, and veggie/vegan cuisine)
- **International Grill** (dahls, curries, burgers & more)
- **Bean There Coffee Shop** (grab & go food and coffee)
- **Munchie Bar** (best coffee on campus)
- **Felicita's Campus Pub** (taps, food, events)
- **Cinecenta Movie Theatre** (indie, foreign, and Hollywood films + amazing popcorn)
- **Zap Copy – Digital Print Centre** (7 cent copies)
- **SUBText – Books & Things** (consign your books here)
- **Catering & Conference Services**

Besides running businesses, the UVSS also runs three centres that provide information, services, and assistance to students:

- **UVSS Students' Society Centre** (student director offices, info centre, and student handbooks)
- **SUB Info Booth** (info centre, Universal Bus Pass 'U-Pass' & the Student Health and Dental Plan)
- **SUB General Office** (info centre, Clubs and Course Union space and equipment booking)

The UVSS also leases space to business tenants such as:

- **Victoria Health and Wellness Clinic**
- **Campus Medicine Centre Pharmacy & Canada Post outlet**
- **On the Fringe Hair Design**
- **Travel CUTS**
- **Campus Dental Centre**

A democratically elected student board of directors carries out the activities of the UVSS. The Board consists of eleven volunteer directors-at-large, an international student rep, five advocacy group representatives, and five full-time executive directors- the Director of External Relations, the Director of Student Affairs, the Director of Finance and Operations, the Director of Events, and the Chairperson. Elections for these positions take place in March, with the exception of reps for the Women's Centre, the Pride Collective, the Native Students' Union, the Students of Colour Collective and the Society for Students with a Disability (SSD). These groups elect their reps at the general meetings of each

advocacy group. The Board meets twice each month throughout the year and all students are welcome to attend.

Native Students Union

Student Union Building B023

Phone: 250-472-4394

Email: nsu@uvss.uvic.ca

Web: <uvicnsu.ca>

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.

Society for Students with a Disability (SSD)

Student Union Building B111

Phone: 250-472-5397

Email: uvicssd@uvic.ca

Web: <www.uvicssd.com>

The SSD is the UVSS constituency group that represents the interests of students with disabilities to the UVic community. Our Purpose is to advocate for the full and equal participation of students with a disability in all aspects of the UVic community; raise awareness of the barriers and challenges faced by students with a disability and make recommendations to the UVic community on how to remove these barriers; actively collaborate with all stakeholders of the UVic community to further the interests of students with disabilities on campus; prevent, expose, and eliminate institutional discrimination; and work to create anti-oppressive spaces where students with disabilities can relax, socialize and share experiences. All are Welcome!

Students of Colour Collective

Student Union Building B020

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, Indigenous, and mixed race students within the UVic community and is committed to the elimination of racial discrimination, anti-racist education and activism on campus while also providing support, community, 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 B010

Phone: 250-472-4393

Email: pride@uvic.ca

Web: <uvicpride.ca>

The UVic Pride Collective holds space and advocates for queer, trans, and intersex students, staff, faculty, alumni, and community members. UVic Pride promotes sexual, romantic, gender, and sex diversity and seeks to build safer communities. We aim to be fully inclusive in our support of all members and their multiple lived identities and experiences. UVic Pride seeks not only to end gender and sexual minority based oppression, but to promote social justice and act in solidarity with all marginalized groups. The Pride Centre is open for drop-in most days during the school year. Some of our services include free safer sex and harm reduction supplies, gender affirming resources, peer support, social events, a kitchen, a lending library, and many others. Interested people are welcome to contact us by phone, email, in person, or visit our website for more information.

Ombudsperson

Student Union Building B205

Phone: 250-721-8357

Email: ombuddy@uvic.ca

Web: <www.uvicombudsperson.ca>

The Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations.

The Women's Centre

Student Union Building B107

Phone: 250-721-8353

Email: wcentre@uvss.ca

Web: <www.womenscentreuvic.com>

The UVSS Women's Centre is a collectively run drop-in centre open to all self-identified women, non-binary and gender fluid folx. The centre seeks to provide a space 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, intersectional 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, colonization, globalization and the practice of intersectional 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 10:00-5:00

GENERAL INFORMATION

Phone: 250-721-8702

Email: vol4cfuv@uvic.ca

Web: <cfuv.uvic.ca>

CFUV 101.9 FM is Victoria's Campus and Community Radio Station. CFUV's programming is diverse and focused on local content, ranging from electronic, rock, folk and jazz, to multicultural and community affairs. Programming is done by a 300+ volunteer base, composed of both students and community members. CFUV is always looking for new volunteers and no previous experience in radio is necessary. Students who are interested in volunteering can sign-up online by visiting CFUV's website <cfuv.uvic.ca>.

The Martlet

Student Union Building B011

Phone: 250-721-8360

Business inquiries: 250-721-8359

Email: business@martlet.ca

Web: <martlet.ca>

The Martlet is UVic's independent student newspaper, available online <martlet.ca> and in print. New issues are distributed every Thursday on campus and throughout Greater Victoria. 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: 250-721-7285

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 work towards 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 social and environmental justice activism and research. 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 projects, or with ideas for one, are invited to drop by or contact us.

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:

· support for student orientation and recruitment programs

· grants for student and department projects

· support for the UVic Student Ambassadors

· 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:

· Alumni Direct (online degree listings)

· Special events

· Alumni Card

· Group rates on home, auto and life insurance

· Career services and programs

· UVic MasterCard from MBNA

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 Relations.

Indigenous Student Services

FIRST PEOPLES HOUSE

Ruth Young, Co-Chair of the First Peoples House

Dr. Robina Thomas, Co-Chair of the First Peoples House

Carly Cunningham, First Peoples House Secretary

The First Peoples House was built (2009) intentionally to support Indigenous students. We welcome and encourage others to come in and be a part of creating a welcoming and supportive environment for Indigenous students at the University of Victoria. It is asked that all those who enter this place do so with respect for the ancestors, the original care-takers of this land, and for each other.

The First Peoples House has spaces available for booking. All room usage in the First Peoples House must meet the objectives of Indigenous education and/or Indigenous cultural resurgence. For

more information about the First Peoples House and booking inquiries please contact the First Peoples House Secretary (fph@uvic.ca and 250-853-3601).

OFFICE OF INDIGENOUS AFFAIRS

Ruth Young, Director of the Office of Indigenous Affairs

Dr. Robina Thomas, Director of Indigenous Academic and Community Engagement

The Office of Indigenous Affairs (INAF) promotes, supports and facilitates UVic's comprehensive Indigenous initiatives including: academic programs, student support services and protocol activities. The office also provides advice to university departments, faculty members, staff and administrators to expand UVic partnerships with First Nations, Métis and Inuit communities and organizations.

The Directors work closely with the President, Vice-Presidents, Deans, Chairs, Academic and Research Units and Student Affairs and ensures a coordinated and proactive approach to Indigenous initiatives, both on and off campus. The Directors have influential roles in developing policy related to Indigenous education.
- Ruth Young (ryoung@uvic.ca and 250-721-6326).
- Robina Thomas (robinat@uvic.ca and 250-472-4877)

The Office of Indigenous Affairs has an expanded role and mandate in keeping with the University's goal to be the University of choice for Indigenous students. The office is located in the First Peoples House, General Office (inafadm@uvic.ca and 250-472-4913).

Other staff serving Indigenous students include:

- FPH Programs Manager, Samantha Etzel (inafmgr@uvic.ca and 250- 853-3821)

- LE,NONET Academic Coordinator, Rob Hancock (rola@uvic.ca and 250-472-4231)

- LE,NONET Experiential and Community Learning Coordinator, Lalita Kines (lalita@uvic.ca and 250-472-4618)

- LE,NONET Mentorship and Financial Aid Coordinator, Nadita Beauchamp (lenonet@uvic.ca and 250-472-5982)

- Coordinator of Indigenous Student Support, Crystal Seibold (inafco@uvic.ca and 250-853-3599)

- Cultural Protocol Liaison, Deb George (inafev@uvic.ca and 250- 472-4106)

- Indigenous Community Liaison and Outreach Coordinator, Shane Hartman (inafclo@uvic.ca and 250-853-3729)

- Indigenous Counsellors:
  - Roger John (indigcoun1@uvic.ca and 250-721- 8341)
  - Marcey Louie (indigcoun2@uvic.ca and 250-721-8341)

Faculty of Education
- Indigenous Education Adviser and Coordinator, Glenda Haynes (iedadvis@uvic.ca and 250-721-8389)

Faculty of Law
- Cultural Support Coordinator, Darcy Lindberg (lawcs@uvic.ca and 250-472-4761)

Faculty of Human and Social Development

Indigenous Student Support Centre

- Administrative Assistant, Alana Sayers (hsdissc@uvic.ca and 250-721-6005)

- Indigenous Adviser, Shauna Underwood (hsdia@uvic.ca and 250-472-5431)

NATIVE STUDENTS UNION

The Native Students Union (NSU) 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 (NSU) (250-472-4394) is located in the basement of the Student Union Building, B120. There is also dedicated space in the First Peoples House for the NSU.

Faculty of Graduate Studies

David W. Capson, BScEng (New Brunswick), MEng, PhD (McMaster), PEng, Dean

Stephen Evans, BSc (Brit. Col.), PhD (Brit. Col.) Associate Dean

Cedric A.J. Littlewood, BA, MA, DPhil (Oxon.) Associate Dean

Marsha Runtz, BSc (Manitoba), MA (Manitoba), PhD (Manitoba) Associate Dean

Executive Committee Members

David W. Capson, Dean of the Faculty of Graduate Studies, Chair

Stephen Evans, Associate Dean of Graduate Studies

Cedric A.J. Littlewood, BA, MA, DPhil (Oxon.) Associate Dean

Marsha Runtz, Associate Dean of Graduate Studies

Ada Saab, Director of Graduate Admission and Records

Carolyn Swayze, Information, Research & Communications Coordinator

Representing Business

David McCutcheon. Term expires June 30, 2018

Representing Education

Wanda Hurren, Curriculum & Instruction. Term expires June 30, 2016

Representing Engineering

Aaron Gulliver, Engineering. Term expires June 30, 2016

Representing Fine Arts

Evanthia Baboula, Art History and Visual Studies. Term expires June 30, 2017

Representing Human and Social Development

Elizabeth Borycki, HINF. Term expires June 30, 2016

Representing Humanities

Margaret Cameron, Philosophy. Term expires June 30, 2018

Representing Law

Victor Ramraj, Term expires June 30, 2017

Representing Science

John Dower, Biology. Term expires June 30, 2017

Representing Social Sciences

Graduate Admissions and Records

Phone: 250-472-4657

Fax: 250-472-5420

E-mail: garo@uvic.ca

Website: <uvic.ca/garo>

Dean's Office, Faculty of Graduate Studies

Phone: 250-721-7970

Fax: 250-721-8957

E-mail: fgs@uvic.ca

Website: <web.uvic.ca/gradstudies>

Mail address:
    Faculty of Graduate Studies
    University of Victoria
    PO Box 3025 STN CSC
    Victoria, British Columbia V8W 3P2 Canada

Courier address:
    Faculty of Graduate Studies
    University of Victoria
    University Centre A207
    3800 Finnerty Road (Ring Road)
    Victoria, British Columbia V8P 5C2 Canada

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 well as certificates and diplomas as shown in the following tables.

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

Faculty of Graduate Studies Degree Programs			
Academic Unit	Programs		
Anthropology	MA	PhD	Co-op
Art History and Visual Studies	MA	PhD	Co-op
Biochemistry and Microbiology	MSc	PhD	
Biology	MSc	PhD	Co-op
Business	MBA, MBA+JD, MGB, MBA+MEng (Mech.), MBA+MEng (Elec.), MBA+MSc (Comp. Sci.)	PhD	Co-op
Chemistry	MSc	PhD	Co-op
Child and Youth Care	MA	PhD	Co-op
Community Development	MA		
Computer Science	MSc, MBA+MSc	PhD	Co-op
Curriculum and Instruction	MA, MEd	PhD	Co-op
Dispute Resolution	MA		Co-op
Earth and Ocean Sciences	MSc	PhD	Co-op
Economics	MA	PhD	Co-op
Educational Psychology and Leadership Studies	MA, MEd	PhD	Co-op
Electrical and Computer Engineering	MASc, MEng, MEng+MBA	PhD	Co-op
English	MA	PhD	Co-op
Environmental Studies	MA, MSc	PhD	Co-op
Exercise Science, Physical and Health Education	MA, MSc, MEd	PhD	Co-op
French	MA		Co-op
Geography	MA, MSc	PhD	Co-op
Germanic and Slavic Studies	MA		Co-op
Greek and Roman Studies	MA	PhD	Co-op
Health Information Science	MSc, MN+MSc	PhD	Co-op
Hispanic and Italian Studies	MA		Co-op
History	MA	PhD	Co-op
Indigenous Education	MA, MEd		
Indigenous Governance	MA		
Interdisciplinary Graduate Programs	MA, MSc	PhD*	
Law	LLM	PhD	
Linguistics	MA	PhD	Co-op
Mathematics and Statistics	MA, MSc	PhD	Co-op
Mechanical Engineering	MASc, MEng, MEng+MBA	PhD	Co-op
School of Music	MA, MMus	PhD	Co-op
Neuroscience	MSc	PhD	
Nursing	MN, MN+MSc	PhD	Co-op
Pacific and Asian Studies	MA		Co-op
Philosophy	MA	PhD	Co-op
Physics and Astronomy	MSc	PhD	Co-op
Political Science	MA	PhD	Co-op
Psychology	MSc	PhD	Co-op
Public Administration	MPA, MPA+JD	PhD	Co-op
Public Health and Social Policy	MPH		
Social Dimensions of Health	MA, MSc	PhD	
Social Work	MSW		
Sociology	MA	PhD	Co-op
Theatre	MA, MFA		Co-op
Visual Arts	MFA		Co-op
Writing	MFA		Co-op
Jointly supervised individual PhD (co-tutelle)			

Graduate Certificates and Diplomas		
Academic Unit	**Graduate Certificate**	**Graduate Diploma**
Business	• Entrepreneurship	• Entrepreneurship (Note: not admitting at this time)
Child and Youth Care		• International Child and Youth Care for Development
Cultural Heritage Management	• Cultural Heritage Studies	• Cultural Heritage Management
Educational Psychology and Leadership Studies	• Learning and Teaching in Higher Education (LATHE)	
English	• Digital Humanities	
Indigenous Education	• Indigenous Language Revitalization	
Physics and Astronomy	• Medical Physics	
Public Administration	• Cultural Sector Leadership • Evaluation • Library Sector Leadership	• Evaluation
Public Health and Social Policy		• Public Health

Faculty Admissions

GENERAL AND ACADEMIC REQUIREMENTS AND PROCEDURES FOR ALL GRADUATE STUDENTS

The minimum general and academic requirements for admission to the Faculty of Graduate Studies include:

1. a four-year baccalaureate degree (or equivalent degree from another country) from a 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.*

3. satisfactory assessment reports

4. the availability of an appropriate supervisor within the academic unit concerned

5. the availability of adequate space and facilities within the academic unit concerned.

6. proof of English Language Proficiency (see "English Language Proficiency" on page 30).

Please note that individual academic units may set higher minimum acceptable scores for English proficiency.

In exceptional cases a student may be admitted with lower formal qualifications when there is significant experience relevant to the proposed area of scholarship (see "Other Admissions" on page 32).

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 and websites should be consulted for details.

Application for Admission

There is an application fee of $119.00 if all post-secondary transcripts come from institutions within Canada and $147.00 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.

Applications for admission should be submitted as early as possible 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 which are posted on the program academic unit entry in this calendar. All new applicants will be considered for University of Victoria Fellowships or Graduate Awards by the academic unit they are applying to. Funds are limited so applicants wishing to be considered for Fellowships and Awards are encouraged to have all application materials submitted to the Graduate Admissions and Records Office as soon as possible, and no later than the application deadline for the academic unit.

Important Application Information

Requirement to Disclose Information

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

University's Right to Refuse Applicants

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

University's Right to Limit 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 and other supporting documents

The documents required to start the evaluation of your application must be uploaded at the time of application. These include unofficial transcripts from all institutions you have attended (including UVic), a copy of your CV/Resumé, and any other individual program requirements.

If you are applying to more than one graduate program, you will need a separate application, uploaded documents and application fee for each.

After completing the online application, you can check My UVic application to see if any additional documentation is required. Please ensure that all outstanding documents are submitted by the appropriate deadline by uploading these via the online application system <www.uvic.ca/application>. If you are offered provisional or conditional admission, transcripts and other official documents must be submitted as indicated in your offer letter before you are fully admitted.

Final official documents are needed to confirm a final offer which allows registration. Applicants must arrange with all post secondary institutions attended to forward one official transcript 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 official University of Victoria transcripts is not required.

Official 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 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 as part of their document package or digitally directly to the Graduate Admissions and Records Office from qualified referees to <gradrefs@uvic.ca>. for some programs Employee or other professional references may be substituted for our specific academic assessment form.

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 and a warning will also be circulated to all other Canadian universities.

English Language Proficiency

As English is the primary language of instruction through which the University of Victoria will communicate with students, all applicants, regardless of country of origin, citizenship status, or program of study, will be required to demonstrate competence in the English language in the following ways:

*   Have resided in Canada or any exempted country (listed below) for at least three consecutive years immediately prior to the beginning of the applied for academic session

*   Hold a recognized degree from an accredited institution in an exempted country (listed below)

*   Complete a recognized degree program from an accredited institution in which the language of instruction is solely English

*   Achieve a minimum score on the Test of English as a Foreign Language (TOEFL) of 575 on the paper-based test or 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20

*   Achieve an overall score on the International English Language Testing System (IELTS) of at least Band 6.5 with no score of less than 6.0 on each academic component

*   Achieve a score of 90 on the Michigan English Language Assessment Battery (MELAB)

Exempted countries include: Anguilla, Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada, Cayman Island, Dominica, Falkland Islands, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guam, Guyana, Jamaica, Kenya, Liberia, Malawi, Malta, Mauritius, Montserrat, Namibia, New Zealand, Nigeria, Pacific Islands (American Samoa, Baker Island, Chatham Islands, Cook Islands, Line Islands, Marianas Islands, Federated States of Micronesia, Nauru, Palau, Pitcairn Islands, Solomon Islands), Panama Canal Zone, Puerto Rico (case by case), Republic of Ireland, Ryukyu Islands, Scotland, Seychelles, Singapore, South Africa (case by case), St. Helena, St.Kitts & Nevis, St.Lucia, St.Vincent, Tanzania, Trinidad & Tobago, Turks & Caicos Islands, Uganda, United Kingdom of Great Britain and Northern Ireland (which includes England, Scotland and Wales), United States of America, U.S. Virgin Islands, Zambia, Zimbabwe.

Please note that individual academic units may set higher minimum acceptable scores for English proficiency.

You must ensure that you select the University of Victoria as a receiving institution so that we can receive your score directly from the testing agency. Scores from tests taken more than two years prior to application will not be reported by the testing

agency. 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. University Admission Preparation is the highest level in the 12-Week program (ELPI) offered in January, April and September each year. The same course is offered in a 4-week intensive format each summer. Specific admission requirements for UAP are outlined in the website. The 12-week program is full-time and applicants enrolled are not eligible to be registered in any other course.

This program is designed to prepare students to study at an English-speaking university by developing the necessary skills for a non-native speaker to participate in an academic setting with confidence. Visit the English Language Centre website for more information: <www.uvcs.uvic.ca/elc/>.

GMAT and GRE Requirements for Graduate Studies

The Graduate Management Admission Test (GMAT) is prepared and scored by the Graduate Management Admission Council. The Graduate Record Examination (GRE) is prepared and scored by Education Testing Services (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. We receive official GRE test scores electronically from Educational Testing Service (ETS) and will accept scans of paper score records as part of the initial application upload. Official paper score records are not required. Voluntary submission of a GRE score may facilitate the admission process. You must ensure that you select the University of Victoria as a receiving institution so that we can receive your score directly from the testing agency.

ADMISSION TO REGULAR DOCTORAL DEGREE PROGRAMS

Admission to a doctoral degree program normally requires a master's degree (or equivalent) from a recognized institution. Please refer to the section "General and Academic Requirements and Procedures for All Graduate Students" on page 29.

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 (see "Minimum Degree Requirements" on page 37), 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 normally 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 or letters of reference.

ADMISSION TO REGULAR MASTER'S DEGREE PROGRAMS

Please refer to the section "General and Academic Requirements and Procedures for All Graduate Students" on page 29.

The minimum academic standing required is:

1. a four-year baccalaureate degree (or equivalent degree from another country) from a recognized institution

2. a grade point average of 5.0 (B or equivalent) in the work of the last two years (30 units) leading to the bachelor's degree.

In exceptional cases a student may be admitted with lower formal qualifications when there is significant experience relevant to the proposed area of scholarship (see "Other Admissions" on page 32).

Please note that individual academic units often set higher entrance standards.

Practica, non-graded (pass/fail) courses, credit granted on the basis of life 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.

Transfer between Master's Degree Programs

Students who wish to change programs at the master's level will be required to meet all of the admission requirements for the new program. Students changing degree programs to one with a higher fee structure are required to pay all the required program and degree fees for the new program. Any outstanding fees as a result of the transfer come into effect at the end of the first month after the student has been officially transferred to the new program.

ADMISSION TO GRADUATE DIPLOMA AND CERTIFICATE PROGRAMS

Students admitted to graduate diploma and certificate programs that include credit courses must satisfy all regular admissions requirements of the Faculty of Graduate Studies as well as the specific requirements of the program.

UPGRADING FOR ADMISSION TO GRADUATE STUDIES

Applicants Who Do Not Meet the Minimum Faculty Admission Requirements

1. Pre-Entry Program

Applicants who have completed a four-year baccalaureate degree or equivalent 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 intended field of study, and must be completed within the time frame specified by the academic unit (usually one term). 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 recommended courses. None of the courses in the pre-entry program may be considered for transfer credit towards the graduate program.

2. Independent Upgrading

Applicants with a four-year undergraduate degree whose grade point average is below the Faculty of Graduate Studies' minimum may complete additional senior undergraduate course work to strengthen their application. A student proposing to undertake independent upgrading should consult the academic unit concerned, as admission to the Faculty of Graduate Studies is not guaranteed.

None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.

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

1. Enhanced Program

Upon the recommendation of the academic unit concerned, the Dean of Graduate Studies may approve the inclusion of missing background or prerequisites as part of the requirements for the Master's or doctoral degree.

2. Independent Upgrading

Applicants who lack prerequisite or background courses may complete additional undergraduate course work to strengthen their application. This requires submission of an application for undergraduate admission. If admitted, upon the recommendation of the student's supervisory committee, those courses may be eligible for transfer credit towards the graduate program, subject to the limitations stated under "Transfer of Academic Credit" on page 54. Upon the recommendation of the academic unit, a provisional offer of admission may be given, subject to satisfactory completion of recommended courses.

OTHER ADMISSIONS

Admission with a three-year undergraduate degree

The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.

Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after a prescribed Qualifying Year or equivalent:

1. Qualifying Year

Upon the recommendation of the academic unit, the Dean of Graduate Studies may approve provisional entry to the Faculty of Graduate Studies for students with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system who have achieved an overall grade point average of 5.0 (B or equivalent) in the last year (15 units) of study. *Admission is provisional to the completion as a non-degree undergraduate student of an additional 15 units of course work numbered at the 300, 400, or graduate level prescribed by the academic unit and relevant to the intended field of study.* The course work must be completed within the time frame specified by the academic unit (normally not less than 2 terms or more than 6 terms) with an average of not less than 5.0 (B), although the academic unit may require higher minimum grades for the program or for specific courses.

Further, also upon the recommendation of the academic unit, eligible course work (see Independent Upgrading, below) completed with an average of not less than 5.0 (or equivalent) may be counted for credit toward the qualifying year.

None of the courses taken for credit toward the qualifying year may be considered for credit toward the graduate program.

2. Independent Upgrading

Applicants with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in

their educational system may independently complete an additional year (15 units) of senior level undergraduate or graduate level course work relevant to the intended field of study with an average of not less than 5.0 (B) or equivalent in the last two years (30 units).

A student proposing to undertake independent upgrading should consult the academic unit concerned, as admission to the Faculty of Graduate Studies is not guaranteed. Such recommendations must be approved by the Dean of Graduate Studies.

None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.

Admission as a Mature Student (Master's Only)

Four years after completion of a baccalaureate degree as defined above, applicants whose grade point average is below 5.0 (B) but have four years relevant professional experience since completion of their degree may be admitted to a Master's program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.

Admission without a Baccalaureate (Master's Only)

In exceptional cases, applicants without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant expertise, professional experience, or formal training, that would prepare them for successful study in a specific Master's program may be admitted provided they are recommended by the academic unit. Submission of a complete resumé is required, along with a detailed justification from the unit of the relevance of the applicant's experience to the proposed area of study, and a plan from the unit listing additional formal course work designed to mitigate any academic deficit.

Such recommendations must be approved by the Dean of Graduate Studies, who will set a quota on the number of such students permitted in any academic unit.

Admission to Non-Degree Course Work

Applicants wanting to take courses in the Faculty of Graduate Studies that are not for credit toward a degree at the University of Victoria may be admitted as non-degree students. Such students may be admitted under the following three categories:

1) Visiting Students

Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants in this category must complete an application for admission and provide a Letter of Permission or equivalent from the home institution. International students will be required to provide transcripts and evidence of English Language Proficiency.

2) Exchange Students

Exchange students may be admitted under the provisions of the Western Deans' Agreement or other formal exchange agreements. If a student is admitted as an exchange student, all tuition fees will be waived. In some cases, course surcharges may apply.

Applicants under this category must submit documentation from their home institution certifying the applicant as an exchange student under the provisions of an approved exchange agreement. Courses to be taken toward their degree must be specified in the documentation. International students will be required to provide transcripts and evidence of English competency.

The IESS Office, <iess.uvic.ca/internationalstudents>, provides pre-arrival support, orientation on arrival and ongoing assistance for international students after they have been accepted to study at UVic.

3) Non-Degree Students

Students who wish to improve their academic background may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedure as degree-seeking applicants.

As there are no non-program courses in the Faculty of Graduate studies, Non-degree students who are not Special Visiting Research Students must be associated with a program area.

Fees for Non-Degree Course Work

None of the fees paid as a non-degree student may be applied to the graduate degree. Fees for courses taken as a non-degree student will be charged on a per unit basis as outlined under "Tuition for Non-degree Students" on page 68.

Visiting Research Students

Graduate Students currently registered at a recognized institution who wish to participate in research under the supervision of Faculty members at the University of Victoria may be considered for admission to UVic as visiting research students.

Visiting research students will be registered in either GS 503, Canadian Visiting Research Student (3.0 Units), or in GS 504, International Visiting Research Student (3.0 Units). There are no tuition fees charged for these registrations. Visiting research students will have access to basic research services (e.g. library, e-mail access, computing). Basic student services (e.g. recreation facilities and transit passes) can be arranged provided that the applicable fees are paid by the student.

Written agreements between the visiting research students, the home supervisors, and the UVic supervisors concerning issues such as intellectual property, stipend and benefits, travel costs, access to research equipment and supplies, research ethics, space etc. must be approved by the Dean of Graduate Studies before students can come to UVic.

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Visiting research students who wish to take additional courses for credit aside from their research course must apply as Non-Degree student and must pay appropriate fees.

For further information regarding the process for both Canadian and International visiting research students, refer to: http://www.uvic.ca/graduatestudies/assets/docs/docs/china-scholarships/VisitingResearchStudentsJune14.pdf

Admission to a Second Master's or Second Doctoral Degree

A student who has a master's or doctoral degree from the University of Victoria or the equivalent degree from a recognized institution may be allowed to pursue graduate studies leading to a second master's or doctoral degree if the following requirements are met:

- The student must meet the requirements for admission to the program.

- The principal academic emphasis of the second degree must be distinct from that of the first degree.

- At least 15 (for the master's degree) or 30 (for the doctoral degree) units of credit must be completed beyond those units required in the previous degree.

- The student must meet all program and graduation requirements for the second degree beyond those required for the first degree.

- None of the research done for the first degree may be used for the second degree; as well, the supervisor for the first degree cannot be nominated to supervise the second degree.

- None of the time spent in residence for the first doctoral degree may count toward the residency requirement for the second doctoral degree.

ADMISSION APPEALS

Appeals related to the admission of new students are reviewed by the Faculty of Graduate Studies on the recommendation of the appropriate academic unit, and are not subject to further appeal.

CONFIRMATION OF ADMISSION OFFER

Students who 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 a full official offer of admission granting access to registration for courses (not provisional admission) and have satisfied all student authorization requirements through the Canadian Consulate in their home country.

INDIVIDUAL GRADUATE PROGRAMS BY SPECIAL ARRANGEMENT (SPARR)

General Information

Programs by special arrangement are available only in cases where an academic unit does not offer an established graduate degree. 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 primary supervisor and consists of a completed Individual Special Arrangement Program for Approval form (including signatures of proposed supervisory committee) and a rationale for the program.

Primary Academic Supervisor

A member of the supervisory committee from the sponsoring academic unit must be designated as the academic supervisor.

Degree Program and Supervisory Committee

The supervisory committee must conform to regulations concerning supervisory committees. The supervisory committee for a doctoral degree by special arrangement must include at least one member from an academic unit with an active, regular PhD program, and one member must have successful PhD

supervisory experience. The supervisory committee for a master's degree by special arrangement must include at least one member from an academic unit with an active, regular master's program. At least one committee member must have supervised successful candidates for graduate degrees.

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

Program and Course Designation

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

Master's Programs

DEPT 580	$(1.5-3.0)^1$ Directed Studies
DEPT 596	$(1.5-3.0)^2$ Team Graduating Report/Project (project-based option)
DEPT 597	$(0)^2$ Comprehensive Examination (project-based option)
DEPT 598	$(1.5-4.5)^2$ Individual Graduating Report/Project (project-based option)
DEPT 599	$(6.0-12.0)^2$ Thesis

Doctoral Programs

DEPT 680	$(1.5-3.0)^1$ Directed Studies
DEPT 693	$(3.0)^2$ Candidacy Examination
DEPT 699	$(15.0-30.0)^2$ Dissertation

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

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

Graduate Studies Courses by Special Arrangement

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

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

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

JOINTLY-SUPERVISED INDIVIDUAL PHD PROGRAM (CO-TUTELLE)

The University of Victoria offers students the ability to enter into a co-supervised PhD arrangement with one or more other universities. Individual programs are jointly designed, supervised and examined with the partner institution(s) and lead to one PhD degree jointly awarded by each of the partner universities.

Students wishing to pursue this PhD program option should consult with academic units in the respective universities. Students must meet the admission requirements of each partner university and it is expected that students will spend significant periods of time engaged in academic work at each university.

A Memorandum of Agreement will be established between the partner institutions and must have final approval from the Deans of Graduate Studies in each university. The Memorandum of Agreement will outline the specific details of the academic program that the student will be required to complete. The academic program must satisfy all PhD requirements at each university. The Memorandum of Agreement must also specify agreement on details related to the assignment of supervision, required coursework, comprehensive examination(s), dissertation requirements including the language, length and format of the dissertation, oral defense, and submission of the final dissertation.

From the outset, it will be agreed that one of the partner universities will be designated the "home" university. The Memorandum of Agreement must also include and outline the arrangements amongst the partners on various responsibilities and regulations including the administration of student admission, registration, monitoring of progress, graduation, funding and student support, tuition and fees guidelines and intellectual property guidelines.

For student programs for which the University of Victoria is designated the home institution, normally, the total period of registration at UVic shall not be less than six (6) full-time terms, and the student will pay a minimum of six (6) tuition installments.

For student programs for which the University of Victoria is designated the partner institution, normally, the total period of registration at UVic shall not be less than three full-time terms, and the student will pay a minimum of three (3) tuition installments.

The Memorandum of Agreement will be established as close to the students first registration as possible, and will be approved and signed no later than by the time a student has reached candidacy.

For more information regarding the Jointly-Supervised Individual PhD Program, please visit the Faculty of Graduate Studies website.

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

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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 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.

Thesis-based Master's Degrees

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.

Project-based Master's Degrees

In addition to the criteria for all Master's Degrees, graduates of a master's degree (project-based 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.

Course-only Master's Degrees

In addition to the criteria for all Master's Degrees, graduates of a course-only master's degree will demonstrate:

- the ability to be critical consumers of the kinds of research generally produced in their discipline(s);

- an in-depth understanding of the motivating concepts, problems, and insights of their degree programs.

DIPLOMA AND CERTIFICATE PROGRAMS

In general, Graduate Diplomas and Certificates have a specific target audience and meet a significant and sustained educational need. The intent of these programs is to achieve specialized or advanced knowledge in a particular discipline. With the approval of both the Faculty of Graduate Studies and the academic unit offering the degree, credit courses completed in University of Victoria graduate certificate and diploma programs may be applied to concurrent or subsequent University of Victoria graduate degree programs. The academic units must certify which, if any, eligible courses completed more than ten years from the date of admission are still current (see Tuition Credit for Academic Transfer Credits for Certificates and Diplomas).

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 as early as possible after the change to the program.

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 (For No Credit); as well, courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations.

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

Doctoral Candidacy Examinations

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.

Normally, within thirty six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination. However, individual academic units may impose shorter time frames. It is the responsibility of the student to be aware of and to satisfy the time limit regulations of their academic unit.

The purpose of the candidacy examination is to test the student's understanding of material considered essential to completion of a PhD and/or the student's competence to do research that will culminate in the PhD dissertation. The candidacy examination may be written, or oral, or both at the discretion of the 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.

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.

The Candidacy Examination course (numbered 693) can be either a pre- or a co-requisite to the Dissertation course (numbered 699) as determined by each individual academic unit. The regulations regarding the ordering of these courses are included under the course listings for each academic unit. All doctoral students must register for and pass the course numbered 693 (Candidacy Examination) in their academic unit in the terms in which they are preparing for or sitting the candidacy examination(s).

Doctoral dissertations

When research is completed, and before the dissertation is written, the student should consult the Faculty of Graduate Studies' website and their home academic unit for information regarding the structure and formatting of the dissertation to ensure acceptability of the document to the University and Library and Archives Canada.

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

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

PROGRAM REQUIREMENTS - MASTER'S DEGREES

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 as early as possible after the change to the program.

Minimum Degree Requirements

The minimum requirement for a master's degree is 15 units of work, and satisfactory completion of the prescribed program.

Course Work, Research and Thesis

Considerable variation is permitted in the balance between research and the course work required for the master's degree.

Minimum Graduate Component of Master's Degree

A master's candidate must complete a minimum of 12 units of graduate credit out of the total units required for the degree. Individual academic units may require a higher number of units at the graduate level. Courses numbered at the 100 and 200 level may be included in the program as prerequisites but will be indicated on the student's record as FNC (For No Credit on a graduate program); as well, courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations. Any senior undergraduate courses (courses numbered 300-499) included in a graduate program must be pertinent to the program and must be in addition to the minimum 12 units of graduate credits required in all master's degree programs.

Master's Theses

When research is completed, and before the thesis is written, the student should consult the Faculty of Graduate Studies' website and their home academic unit for information regarding the structure and formatting of the thesis to ensure acceptability of the document to the University and Library and Archives Canada.

A master's thesis is an original lengthy essay which demonstrates the 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.

The general form and style of theses may differ from academic unit to academic unit, but all theses shall be presented in a form which constitutes an integrated submission. The thesis may include materials already published by the candidate, whether alone or in conjunction with others. Previously published materials must be integrated into the thesis while at the same time distinguishing the student's own work from the work of other researchers. At the final oral examination, the Master's candidate is responsible for the entire content of the thesis. This

includes those portions of co-authored papers which comprise part of the thesis.

Project-based Master's Degrees

Not all academic units offer the option of a project-based master's degree.

1. A program form must be completed as for all other graduate degrees.

2. A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.

3. 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" on page 60, and "Results of Oral Examinations (Project-based Master's degrees)" on page 61.

Course-only Master's Degrees

Not all academic units offer the option of a course-only master's degree.

1. A program form must be completed as for all other graduate degrees.

2. A faculty supervisor, faculty adviser or mentor will normally be appointed as described under "Graduate Studies Committees, Advisers, and Supervisors" below. Normally there will not be a supervisory committee.

3. Each program of study shall include an element designed to provide students with the skills to enable them to be critical consumers of the kinds of research normally used in their discipline.

4. Each program of study shall include elements to provide students with an in-depth understanding of the motivating concepts, problems, and insights of their degree programs. This might be accomplished in a variety of ways such as a capstone course, a comprehensive examination, or a literature review.

5. The academic unit may require a written or oral examination. If an oral examination is conducted, it will normally be done so in accordance with the regulations under "Examining Committees" on page 60, and "Results of Oral Examinations (Project-based Master's degrees)" on page 61.

PROGRAM REQUIREMENTS - GRADUATE DIPLOMAS AND CERTIFICATES

When admitted to graduate certificate and diploma programs, students are 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 program are altered, a student may opt to change to the requirements of the then-current calendar. A recommendation from the student's graduate adviser must be forwarded to the Dean of Graduate Studies for approval.

Program Requirements

Graduate Certificate programs of study are normally between 6.0-7.5 units of coursework at the 500- and/or 600-level, some of which may be specially-developed non-credit graduate courses.

Graduate Diploma programs of study are normally between 9.0-12.0 units of coursework at the 500- and/or 600-level, some of which may be specially-developed non-credit graduate courses.

Certificate and diploma programs may be taken by students who are concurrently admitted to a regular graduate degree program or by students admitted only for the purposes of obtaining the certificate or diploma. They may be integrated with, or complementary to, regular degree programs of graduate study, or may stand alone.

Credit courses completed in University of Victoria graduate certificate and diploma programs may be applied to concurrent or subsequent University of Victoria graduate degree programs with approval of both the faculty and the academic unit offering the degree as specified by academic units in their degree program descriptions.

Please note that once a degree, diploma or certificate has been awarded by the University Senate, no changes can be made to the programs that constitute that credential nor can the degree, diploma or certificate be rescinded at the request of the student. For instance, a student may not undertake completion of additional course requirements to qualify for a different credential, such as but not limited to changing an awarded MA in Geography to an MSc degree in Geography, or changing an awarded degree program to a certificate or diploma.

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.

Primary Academic Supervisors

Students in all doctoral and master's programs will have a member of the Faculty of Graduate Studies assigned as primary academic supervisor, faculty adviser or mentor to counsel the student in academic matters. The primary academic supervisor must be from the academic unit offering the degree program. The primary academic supervisor is normally a Regular member of the Faculty of Graduate Studies (see Membership in the Faculty of Graduate Studies, below). However, with the support of the academic unit and permission of the Dean, an Associate or Emeritus member may be named as primary and sole academic supervisor.

In particular, the primary academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations. In consultation with the student, the primary academic supervisor is responsible for ensuring the nomination of supervisory committee members. The supervisor provides 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 primary 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.

Co-Supervisor

Students who have a designated primary academic supervisor may also have a maximum of one co-supervisor designated in cases where the level of supervision and/or support to be provided by the co-supervisor is greater than normally expected from regular members of a supervisory committee. The co-supervisor is not required to be nominated by the same academic unit as the student but must be a member of the Faculty of Graduate Studies. Associate and Emeritus members are normally limited to co-supervisory roles (see Membership in the Faculty of Graduate Studies, below).

Supervisory Committees

Students in all doctoral programs and students in thesis and project-based Master's programs will have a supervisory

committee nominated by the academic unit and approved by the Dean of Graduate Studies. The academic supervisor will facilitate all activities of the supervisory committee. All members of a supervisory committee must be a member of the Faculty of Graduate Studies or be specifically approved by the Dean.

Within the first session of attendance in a graduate degree program, a primary supervisor must be nominated. Within two sessions of first registration in a thesis, project or dissertation, the remainder of the supervisory committee shall be nominated and recorded on the student's academic record.

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.

Membership in the Faculty of Graduate Studies

Members of the Faculty of Graduate Studies have the privileges of teaching graduate courses, supervising and/or co-supervising graduate students, and chairing examination committees. Members must demonstrate a continuing commitment to scholarly, professional and/or artistic achievement and, where appropriate, maintain their professional credentials. As supervisors and members of supervisory committees, they play a key role in mentoring graduate students. Appointments to membership in the Faculty of Graduate Studies are made by the Dean of the Faculty of Graduate Studies upon the recommendation of the academic unit, in one of three categories.

i. **Regular membership** for tenured and tenure-track faculty members who wish to teach graduate courses, supervise graduate students, chair examining committees, and to participate in the administration of Faculty of Graduate Studies activities within their academic units. Membership is typically granted for the length of the academic appointment and may include full or co-supervisory privileges upon recommendation of the academic unit and approval of the Dean of Graduate Studies.

•   **Associate membership** for recognized scholars employed outside the University or those that hold non-tenure or non-tenure track appointments within the University who wish to co-supervise graduate students, serve on supervisory committees or teach graduate courses. Membership is granted for a renewable fixed term not to exceed the term of the member's association with the University. Membership normally includes co-supervisory privileges only, but may include full supervisory privileges upon the recommendation of the academic unit and approval of the Dean of Graduate Studies.

•   **Emeritus membership** for retired University of Victoria faculty who have appointments as emeritus professors and wish to co-supervise graduate students, serve on supervisory committees or teach graduate courses. Membership is granted for a renewable fixed term not to exceed the term of the member's association with the University. Membership normally includes co-supervisory privileges only, but may include full supervisory privileges upon the recommendation of the academic unit and approval of the Dean of Graduate Studies.

Alternatively, approval may be granted on a 'one-off' basis to external scholars, either from other academic institutions or from the community, who have been approached by the academic unit to serve on a particular student supervisory committee. These limited appointments are for the duration of the studies of the particular student(s) and do not include supervision or co-supervision of graduate students. Approval of the Dean of Graduate Studies is required.

Procedures for applying for membership in the Faculty of Graduate Studies can be found on the Faculty of Graduate Studies website.

Composition of the Supervisory Committee: Doctoral Degrees

Listed below are the minimum requirements for doctoral supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

Doctoral Degrees in Regular Doctoral Degree Programs

All members of the Doctoral 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 three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the home academic unit. One of the members must be from outside the home academic unit:

•   Member #1: The primary supervisor must be from the home academic unit

•   Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit

•   Member #3: A committee member from inside or outside the home academic unit

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

Listed below are the minimum requirements for master's supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

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

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

• Member #2: May be a co-supervisor

Project-based Master's Degrees in Regular Master's Degrees Programs

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

• Member #2: May be a co-supervisor

Course-only Master's Degrees in Regular Master's Degrees Programs

The faculty supervisor, faculty adviser or mentor and members of the supervisory committee, if one is struck, must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies.

The faculty supervisor, faculty adviser or mentor will be from the student's home academic unit. Where a supervisory committee is struck, membership will be the same as for project-based Master's degrees.

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.

Project-based and Course-only Master's Degrees By Special Arrangement

As in Regular Master's Degree Programs above, with the proviso that the faculty supervisor, faculty adviser or mentor must be from an academic unit with a regular graduate degree program, and must have supervised successful candidates for graduate degrees.

Individual 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 courses totaling a minimum of 3 units, or

• enrolled in a Candidacy Exam (693), dissertation (699), thesis (599), project (598 and some 596), Approved Exchange (502), Jointly Supervised Doctoral Program (601, 602) 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 with the exception of graduate students registered with the Office of the Students with a Disability who have been granted permission by the Dean of the Faculty of Graduate Studies to pursue 693, 699, 599, 598 on a part-time basis and to be levied part-time fee instalments.

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.

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 personal leave, or formally request a parental or compassionate/medical leave of absence, 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 a personal leave of absence,

- have approval for a parental or compassionate/medical leave of absence, 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.

ELIGIBLE TO REGISTER

Students in good standing who were registered or on a leave of absence (see above) in the most recent session at the University will be automatically eligible for registration in the next session. Students who have withdrawn under any other circumstances and who wish to return, or students who are transferring 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 <www.uvic.ca/graduatestudies/admissions/registration/reregistration>.

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)

CAPP reports provide a summary of academic requirements for a student's declared program. Graduate students who are active, temporarily inactive, or withdrawn with Dean's permission will be able to view their CAPP online in My page. Updates to the CAPP report will be forwarded to the Graduate Admissions and Records Office by the graduate adviser. **When all program requirements are complete, students are expected to review and approve their final CAPP report before applying to graduate.**

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.

PRO FORMA REGISTRATION

Pro forma course registration requires submission of a completed pro forma form. Pro forma forms should only be submitted for those courses in the course listings section of this calendar that clearly indicate a pro forma is required. Typically these courses are numbered 590 or 690.

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 and with the approval of the academic unit, the Dean of Graduate Studies may approve the concurrent registration of a graduate student in an undergraduate program. The (Faculty of Graduate Studies) Dean's permission is required for all course work outside of the program area. 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 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 a Graduate Course Change Form.

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 "English Language Proficiency" on page 30).

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.

6. Graduate students will not be assessed audit fees for audited courses if:
   • the courses will contribute to the student's research or provide background for the program, and
   • the courses have been approved by the student's supervisor.

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 maintain Continuity of Registration (e.g. either take a personal leave 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 DEGREE PROGRAMS

The University of Victoria offers double degree programs in selected fields of study. Students may apply to the relevant academic unit(s) for approval to enrol in double degree 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 degree 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 degree 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 degree programs will be maintained separately for each academic unit.

Fees for double degree programs will be assessed in accordance with existing regulations.

Students in approved double degree 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 degree 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 PROJECT-BASED 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 project-based master's degree, 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

• Graduate Studies Internship Program placements

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- 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 "My page" 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 submitting a Graduate Course Change Form 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 <inforcsd@uvic.ca>.

Students must obtain approval for a program extension prior to the time limit expiry date. Students with course work forming part of the degree requirements that is more than 10 years old at the time of the program extension may be required to demonstrate currency within their field of study before the extension is

granted. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

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 must 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 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 a student transfers to a 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.

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.

Time Limit for Graduate Diplomas and Certificate Programs

Normally, a student proceeding toward a Graduate Diploma or Certificate will be required to complete all program requirements in three years (Diploma) or two years (Certificate) from the date of the first registration in the program.

Time Limit for Students in Co-op Programs

Students who enrol in co-operative education work terms will have additional months added to the normal completion times noted above equal to the time registered in Co-op work terms, to a maximum of 12 months.

ACADEMIC CONCESSIONS

The Faculty of Graduate Studies is committed to the University's policy on Academic Accommodation and Access for Students with Disabilities. Graduate Studies will work with students with disabilities to consider reasonable accommodation with respect to deadlines and time-limited regulations. If a graduate student elects not to disclose his or her disability, the University cannot ensure the appropriate evaluation or implementation of any necessary academic accommodation.

A student who is affected by illness, accident or family affliction should immediately consult with Counselling Services, University Health Services or another health professional. In such cases, the

student may apply for a deferral of a course grade, withdrawal from the course due to extenuating circumstances, a drop of course(s) without academic and/or fee penalty after the published withdrawal deadline, or a leave of absence from the program due to illness, accident or family affliction.

Applications for leaves of absence 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 WITH PERMISSION AND WITHDRAWAL FROM GRADUATE PROGRAMS

Leaves of absence are available to students for a variety of reasons or circumstances after completion of a minimum of one term. Normally, tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended as students are normally expected not to be involved in any academic or research work during the period of the leave. Additionally, students may not use any of the University's facilities during the period of the leave. 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.

There are four types of leaves of absence:

1. Personal Leave
2. Parental Leave
3. Medical Leave
4. Compassionate Leave

Students granted parental, medical or compassionate 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 reregisters. Other awards will be paid according to the conditions established by the donor or granting agency.

A Leave of Absence with Permission Request form is required to request Parental, Medical or Compassionate leave is available online at: <www.uvic.ca/graduatestudies/assets/docs/docs/forms/Leave_of_Absence_with_Permission.pdf>.

Personal Leave

Students who are not on approved program extensions may take leaves for personal reasons. Students planning to take personal leave must inform their supervisor in writing in advance of the planned absences, and make appropriate arrangements for care of ongoing research projects if necessary before initiating personal leaves through the UVic portal. The deadline for students to register in a personal leave is the 100% fee reduction date for registration each term. 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.

- Students in **Doctoral degree programs** may take a maximum of 6 terms within the maximum 7-year period allowed.

- Students in **regular Master's degree programs** may take a maximum of three terms within the maximum 5-year period allowed.

- Students in approved **one-year master's programs** may take only one term of personal leave unless a second term of leave has been approved by the Dean of Graduate Studies.

- Students enrolled in **Diploma programs** may take a maximum of two terms of personal leave.

- Students enrolled in **Certificate programs** may take one term of personal leave.

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 request 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. 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.

Documentation required: a letter from the student outlining the circumstances, a letter from a physician or other qualified professional and written acknowledgement from the student's supervisor and the graduate adviser.

Medical Leave

Graduate students are entitled to request medical leave. Students should forward their requests and appropriate documentation (see below) 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.

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 <inforcsd@uvic.ca>.

Documentation required: a letter from the student explaining the circumstances, a letter from physician or other qualified professional confirming the student's inability to engage in studies during the requested period of leave, and written acknowledgement from the student's supervisor and the graduate adviser. Students are advised that clinical documents supporting their circumstances should not be included.

Compassionate Leave

Leaves of absence for compassionate reasons normally have a 3-term limit. Such leaves may be consecutive or cumulative (not to exceed 3 terms in total). Students requiring additional time after 3 terms will need to officially withdraw from the Faculty of Graduate Studies. Students should forward their requests and appropriate documentation 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.

Documentation required: a letter from the student outlining the circumstances and written acknowledgement from the student's supervisor and the graduate adviser. Additional documentation may be required depending upon the attendant circumstances.

Withdrawals

There are three types of withdrawals:

1. Official Withdrawal
2. Withdrawal Without Permission
3. Withdrawal for Failing to Meet Academic Standards

Official Withdrawal

After completion of a minimum of one term, students who wish to withdraw indefinitely from their program in the Faculty of Graduate Studies must apply in writing to the Dean. A supporting memo from their supervisor (or graduate adviser if there is no supervisor) should accompany the application. The notation "Officially Withdrawn" will be placed on their permanent record. Should a student return to the program, the time spent "Officially Withdrawn" is not counted as part of the normal time allowed for completion of their program (see "Time Limits" on page 44). Students who have outstanding fees cannot be officially withdrawn.

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. See "Transfer of Academic Credit" and "Courses for No Credit (FNC) in the Faculty of Graduate Studies" (page 54). 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.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out of date.

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 complete an application for reinstatement through the online My UVic Application system. A reinstatement application fee will be assessed.

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 (See "Transfer of Academic Credit" and "Courses for No Credit (FNC) in the Faculty of Graduate Studies" (page 54). 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.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out of date In all cases the time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.

Withdrawal for Failing to Meet Academic Standards

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. Normally, such students will not be eligible for re-admission to any graduate program in the Faculty of Graduate Studies. Such withdrawals require approval by the Dean of Graduate Studies, and departments may consult with an Associate Dean of Graduate Studies where a withdrawal for failure to meet academic standards is being considered. Withdrawals may not be initiated by a department while a student is on an approved leave of absence.

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 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 Adviser in their academic unit.

- 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 their records, students should contact the Graduate Admissions and Records Office.

- making themselves familiar with their fee obligations as outlined in the fee regulations section (see "Tuition and Other Fees" on page 64). 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" on page 63).

- promptly reporting changes in address and telephone number to Graduate Admissions and Records or updating their records on <www.uvic.ca/mypage>. A letter mailed to a student's address as it appears on record in the Graduate Admissions and Records Office will be deemed adequate notification to the student for all matters concerning the student's record.

- submitting to a medical examination at any time during attendance at the University, if required by the University. This measure exists to safeguard the medical welfare of the student body as a whole. Students are required to maintain appropriate sickness and hospital insurance (see "Health Services" on page 17).

- making themselves familiar with the regulations under "Research Approval Requirement" on page 51.

POLICY ON ACADEMIC INTEGRITY

Principles of 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. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Writing Centre). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor.

Definitions

In this policy:

- "work" is defined as including the following: written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or art works, oral reports, audiovisual or recorded presentations, lesson plans, and material in any medium submitted to an instructor for grading purposes.

- "Dean" is defined as the Dean of a student's faculty and, in the case of graduate students, is defined as the Dean of Graduate Studies.

- "Chair" is defined as including the Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean.

- "instructor" is defined to include instructors and graduate supervisors.

Academic Integrity Violations

Academic integrity violations 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 in whole or in part 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

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

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 in whole or in part 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

- submitting an unauthorized thesis or dissertation revision to UVicSpace

Cheating on Work, 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 or 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

- accessing unauthorized information when doing take-home assignments, tests or examinations

- impersonating a student on an examination or test, or being assigned the results of such impersonation

- accessing or attempting to access examinations or tests before it is permitted to do so

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

Aiding Others to Cheat

It is a violation 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

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost and, in the most serious cases, the President.

Allegations

Alleged violations 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. If the student refuses to provide a response to the allegation or to participate in the process, the Chair may proceed to make a determination.

Determining the Nature of the Violation

The Chair shall make a determination as to whether compelling information exists to support the allegation.

Determining Appropriate Penalties

If there is compelling information to support the allegation, the Chair shall contact the Office of the Registrar to determine if the student's record contains any other confirmed academic integrity violations.

If there is no record of prior violations, the Chair shall make a determination with respect to the appropriate penalty, in accordance with this policy.

Referral to the Dean

Where there have been one or more prior violations and the Chair has determined that compelling information exists to support the allegation, the Chair shall forward the case to the Dean (or the Dean's designate. The Chair may submit a recommendation to the Dean with respect to a proposed penalty.

Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand will be sent to the student and a copy shall be included in the record maintained by the Office of the Registrar.

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, procedures and regulations. A student may:

- appeal a decision made by the Chair to the Dean of the faculty in which the student is registered within 21 business days of the date of the Chair's decision.

- appeal a decision made by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.

Deans who receive an appeal of the decision of a Chair should attempt to make a finding with respect to the appeal within 21 business days. In the case of a successful appeal, any penalty will be rescinded.

Penalties

Penalties for First Academic Integrity Violation

In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed. The penalties for violations relating to graduate dissertations, theses or final projects are different than those for other violations.

Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

Multiple Submission Without Prior Permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work 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 work was submitted.

Falsifying Materials

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work 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 student 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 equipment or material into an exam should result in a grade of zero for the exam. 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 a substantial part 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 work should result in a failing grade for the work, while instances of prohibited collaboration on the bulk of the work should result in a grade of F for the course.

In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

Violations Relating to Graduate Dissertations, Theses or Final Projects

Instances of plagiarism or falsification of materials that affect a minor part of the student's dissertation, thesis or final project should result in a student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and being required to rewrite the affected section of the dissertation, thesis or final project. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean.

Instances of plagiarism or falsification of materials that affect a major part of the student's dissertation, thesis or final project should result in the student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and rejection of the dissertation, thesis or final project, and the student being required to rewrite the work in its entirety. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean.

The penalties for violations relating to graduate dissertations, theses or final projects may apply where a violation occurs in submitted drafts, as well as in the final version of a dissertation, thesis or final project.

Particularly Unusual or Serious Violations

In the case of a first-time violation that is particularly unusual or serious (e.g. falsification of research results), the Chair may refer the case to the Dean, with a recommendation for a penalty more severe than those normally imposed for a first violation.

Penalties for Second or Subsequent Academic Integrity Violation

Repeat Violations

Any instance of any of the violations described above committed by a student who has already committed one violation, especially if either of the violations merited a grade of F for the course, should result in the student being placed on disciplinary probation. Disciplinary probation will be recorded on the student's transcript. The decision to place a student on disciplinary probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.

In situations where a student commits two or more major academic integrity violations, the student may be placed on disciplinary probation with a permanent notation on the student's transcript. The decision to place a student on disciplinary probation with a permanent notation can only be made by the Vice-President Academic and Provost (or delegate), upon recommendation of the Dean. In making this decision, the Vice-President Academic and Provost will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that learning could have taken place.

If a student on disciplinary probation commits another violation, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

In situations where a graduate student who has been placed on disciplinary probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

Non Course-Based Penalties

If a student has withdrawn from a course or the university, or is not registered in a course associated with a violation, this policy must still be followed. If a determination is made that compelling information exists to support the allegation against a student, a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

Records Management

Violations of academic integrity are most serious when repeated. Records of violations of this policy are kept to ensure that

students who have committed more than one violation can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

Records

Records relating to academic integrity violations will be stored in the Office of the Registrar. Chairs, Directors and Deans (whichever is responsible for imposing the penalty) will report academic integrity violations and will forward all documentation relating to a violation to the Office of the Registrar once the decision regarding a violation has been made. Records will only be kept in cases where is determined that compelling information exists to support an allegation. In the case of a successful appeal, the record maintained by the Office of the Registrar will be removed.

Access to Records

Only Deans, the Registrar and the Directors of Undergraduate and Graduate Records will have access to student records regarding academic integrity violations, and normally only to check for repeat violations. Access to records will not normally be granted to instructors, Chairs, or other staff. Chairs may contact the Office of the Registrar to determine if the student's record contains any confirmed academic integrity violations.

i.   In some special circumstances, there may be reasons why Deans or faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty intends to request access to students' records for any such purpose, that purpose must disclosed by the faculty to students.

ii. Deans and Chairs may request aggregate information from the Office of the Registrar on numbers of violations for purposes of analysis, but in this case the information is to be provided without revealing personal information.

Records Retention

The following retention periods apply to records relating to academic integrity violations:

i.   First violations - 5 years after the final decision regarding the violation has been made.

ii. Second or subsequent violations where no permanent notation has been made on a student's transcript - 5 years after the final decision regarding the violation has been made.

iii. Second or subsequent violations where a permanent notation has been made on a student's transcript – permanent retention.

Notations on a student's transcript will be removed upon graduation or maintained permanently, in accordance with the penalty imposed under this policy.

A student who has had a permanent notation imposed on his or her transcript may make an application to the Vice-President Academic and Provost to have the notation removed. This application may be made 10 years after the final decision

regarding the violation has been made and must include compelling evidence to explain why the notation should be removed.

ACADEMIC PERFORMANCE

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 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 with-drawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for re-admission to the Faculty of Graduate Studies.

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 Services. Where applicable, research should be approved by the appropriate committee(s): The Human Research Ethics Committee, the Animal Care Committee and the Biosafety Committee. Further information about ethics approval requirements and application forms can be found at <www.uvic.ca/research/conduct/regapproval>.

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; essays; oral or written tests, including midterms; participation in class discussions; seminar presentations; artistic performances; professional practica; laboratory examinations; "open book" or "take home" examinations; and examinations administered by the instructor or Registrar during formal examination periods. Graduate students may be asked to reflect critically on their own work or the work of other graduate students; however, in all courses, instructors are responsible for the determination of grades. Graduate students may not grade the work of other graduate students, except that the grading of individual assignments may be delegated, under close instructor supervision, to doctoral student teaching assistants who have completed all their coursework and passed their candidacy exams. Graduate students may not serve as the instructor of record for graduate courses.

Final examinations, other than language orals or laboratory examinations, will be administered during formal examination periods.

- Tests counting for more than 15% of the final grade may not be administered:
  - in any regular 13-week term, during the last two weeks of classes or in the period between the last day of classes and the first day of examinations
  - in any Summer 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 should attach the university's "Policy on Academic Integrity" (see page 47) to the course outline. In addition, instructors who plan to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments should include a statement to that effect in the course outline provided to students.

Duplicate Essays and Assignments

A student may only submit the same essay or assignment for two courses when both instructors have been informed and have given their written permission to the student.

If a student submits an essay or assignment essentially the same in content for more than one course without prior written permission of the instructors, an instructor may withhold partial or total credit for the course work.

English Deficiency

Term essays and examination papers in any course will be refused a passing grade if they are deficient in English. When an instructor has reasonable grounds for believing a student lacks the necessary skills in written English, the instructor, in consultation with the English department's Director of Writing, can require the student to write an English Deficiency Examination, administered by the English department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.

Laboratory Work

In any science course which includes laboratory work, students will be required to achieve satisfactory standing in both parts of the course. Results for laboratory work will be announced by the 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.

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 must take place within 10 business days of the grade being posted and the review completed within 21 business days of the start of the discussion. 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 student normally remains a member of their home academic unit during any appeal.

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

GRADING

The table on the following page displays the official grading system used by the Faculty of Graduate Studies.

SESSIONAL GRADE POINT AVERAGE

The sessional grade point average is based on all courses completed in a session which have a unit value. Courses bearing the grade COM, grades designated as FNC or those used for transfer credit 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.

Faculty of Graduate Studies– Grading Scale

Grade	Grade Point Value	Percentage *	Description	Achievement of Assignment Objectives
A+	9	90 – 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 – 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight,,understanding and independent application or extension of course expectations.
A-	7	80 – 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 – 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 – 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 – 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity.Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-)or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 – 69		
C	2	60 – 64		
D	1	50 – 59		
F	0	0 – 49	Failing grade	Unsatisfactory performance. Wrote final examination and completed course requirements.
CTN	Excluded Grade	N/A	Continuing	Denotes the first half of a full-year course.
FNC	Excluded Grade	0-100†	For No Credit	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

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.

†FNC will produce a grade on the transcript

Other Failing or Temporary Grades

N	0	0 – 49		Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
COM	N/A	N/A		Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
INC	N/A	N/A		Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A		In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
N/X	Excluded Grade	N/A		Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A		**Unsatisfactory** performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
CIC	N/A	N/A		Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op" on page 56.
WE	N/A	N/A		**Withdrawal under extenuating circumstances.** The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

COURSE CREDIT

Course Challenge

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

Duplicate Courses

Duplicate courses, except where permitted in the calendar descriptions, will be recorded as zero credit. In the case where duplicate courses (DUP) are permitted in the calendar descriptions or through special permission by the student's home department and the Faculty of Graduate Studies, 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 of Academic Credit

On the recommendation of the academic unit concerned, the Faculty of Graduate Studies may accept courses for which credit has been granted at other accredited and recognized post-secondary institutions or at the University of Victoria for inclusion in a graduate program. However, transfer credits may account for no more than half of the course work within the prescribed program units earned for a graduate credential at the University of Victoria.

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

1. must be a graduate or senior-level undergraduate course;

2. courses graded Pass/Fail or equivalent are not acceptable;

3. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution;

4. courses taken to upgrade admissions qualification to meet the minimum admission standards of the Faculty of Graduate Studies will not be accepted for transfer credit into a graduate program;

5. must not have been used to obtain any degrees; and

6. must have been completed within the previous 10 years.

The titles and grades of courses allowed for transfer credit from another institution do not appear on the University of Victoria transcript. Grades for transferred courses 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.

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 adviser, 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.

Grades for courses designated as FNC will appear on the transcript but are excluded from the grade point average calculation. 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 affliction 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 met prior to taking the oral examination or, in the case of project-based 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 disciplinary faculty[1], 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[2], 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 Executive 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, retention 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 above-average academic standing, and to demonstrate the motivation and potential to pursue a professional career.

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 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.

Introduction to Professional Practice

Co-op and work experience students are expected to complete successfully a Professional Practice course, consisting of seminars and workshops (typically one hour per week), prior to undertaking their first work term. This course is designed to prepare students for the work term by exploring learning outcomes related to experiential and work-integrated learning. The following topics will be covered: Co-op program objectives and expectations, job seeking skills, competencies self-assessment, transferring skills to the workplace, learning objectives, job performance progress, competencies development and evaluation, and career management and development. Additional topics will be determined by the individual co-op programs. Students should consult with their co-op program area for additional course information. This course is a corequisite for students participating in the placement process prior to their first work term.

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 Education Programs. Co-operative Education is not open to students in 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. Normally, a graduate program should

not end with a Co-op term unless the student is concurrently registered in 596, 598, 599, or 699.

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 project-based oral examination or comprehensive examination. (See "Registration After Oral Examination of Dissertation or Thesis or After Project-based Oral Examination or Comprehensive Examination", page 43.)

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. Co-op students must either be registered in a work term or an academic term and are subject to "Continuity of Registration" regulations as outlined on page 41.

5. Each work term is evaluated on the basis of the student's performance of assigned work term tasks and a final work term submission as defined by the individual department. The work term period and evaluation (grading: INP, COM, F/X, or N/X) are recorded on the student's official academic record. A failing grade (F/X or N/X) will be assigned if the student fails to complete satisfactorily the requirements for the work term. The requirements for a passing grade (COM) in a work term normally include the completion of all of the following:
    *   the Co-op program's satisfactory assessment of the work term,
    *   the employer's satisfactory evaluation of the student,
    *   the satisfactory completion of the final work term submission (such as report, performance review, log book, journal) according to the deadlines established by the individual department.

Students who are assigned a grade of F/X or N/X for a work term that carries 3.0 units will have a zero grade point assigned for that work term. The written submission may constitute a thesis proposal or report of progress on the thesis. If not thesis-related, the submission 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.

6. A Co-op program fee is charged for each term of work term registration. This fee is in addition to any tuition fees and student fees. It is due in the first month of each work term and subject to the normal University fee regulations (see "Regulations Concerning Tuition Fees for Graduate Programs" on page 65).

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.

GRADUATE STUDIES WORK EXPERIENCE PROGRAM

The Graduate Studies Work Experience Program is intended for students in the Faculty of Graduate Studies who are enrolled in full-time studies, leading to master's or doctoral degrees. Students participating in the Graduate Studies Work Experience Program will complete one work experience term, that is, four months of full-time, discipline-related work under the supervision of the appropriate graduate Co-op Program. Approval to participate in the graduate work experience program is at the discretion of the student's academic unit, in consultation with the Faculty of Graduate Studies and the Executive Director of Co-operative Education. Where approval is granted, procedures must adhere to the regulations set out under the General Regulations for Graduate Co-op programs in the University Calendar.

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.

For information, please contact the Co-operative Education Coordinator or the Graduate Adviser in the academic unit concerned.

GRADUATE STUDIES POST-STUDY INTERNSHIP PROGRAM

The Graduate Studies Post-Study Internship Program is intended for students in the Faculty of Graduate Studies who are enrolled in full-time studies, leading to master's or doctoral degrees. Students participating in the Graduate Studies Post-Study Internship Program will complete internship placements, that is, full-time, discipline-related work under the supervision of the appropriate graduate Co-op Program. Internships are only available after all academic coursework has been completed, including successful completion of a dissertation or thesis final oral defense, or the final comprehensive examination (or equivalent) for a project-based master's degree, and prior to graduation. Internships are normally of four months duration. In the graduate programs, students are required to complete satisfactorily at least one internship placement, but no more than three consecutive internship placements. Not all Co-op programs participate in the Graduate Studies Post-Study Internship Program; where it is permitted, regulations are determined by the individual Co-operative Education Programs. Approval to participate in the Graduate Studies Post-Study Internship Program is at the discretion of the student's academic unit, in consultation with the Faculty of Graduate Studies and the Executive Director of Co-operative Education. Where approval is granted, procedures must adhere to the regulations set out under the General Regulations for Graduate Co-op programs in the University Calendar where appropriate.

In academic units where a formal Graduate Studies Post-Study Internship Program exists, internship opportunities are negotiated through the appropriate Co-operative Education coordinator. Where no formal Graduate Studies Post-Study Internship Program exists, graduate internship 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. For information, please contact the Co-operative Education Coordinator or the Graduate Adviser in the academic unit concerned.

STUDENT CONDUCT AND COMPETENCE ON WORK TERMS

While on a work term, students are responsible for acting in an ethical and professional manner, and should adhere to the Policy on Academic Integrity as outlined on page 28. Academic integrity violations covered by this policy can take a number of forms, including the following: plagiarism, multiple submission, falsifying materials subject to academic evaluation, cheating on work, tests, and examinations, and aiding others to cheat.

Where there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the Co-operative Education Program has adversely affected or may adversely affect the interests of an employer, the Program, or the University, a student may be requested to withdraw temporarily from a work term or from the Program pending the receipt of a report on the conduct or lack of competence of the student.

Upon receipt and review of the report, the student may be reinstated or, if the student's conduct or lack of competence has adversely affected or may adversely affect the interests of an employer, the Program, or the University, the student may be requested to withdraw permanently from a work term or from the Program.

Where a student has been requested to withdraw temporarily from the Program and has not been reinstated within a

reasonable period of time, the student may be granted an opportunity to be heard.

Where a student has been requested to withdraw permanently from the Program, and is not satisfied with the decision, the student should refer to the Student Appeal Procedures.

Where a student is requested to withdraw from a work term, a grade of F/X or N/X shall be entered on the student's academic record and transcript.

STUDENT APPEAL PROCEDURES

1. Students who are not satisfied with the decision of the Co-op coordinator should attempt to resolve their concerns at the Co-op program level.

2. If a student is not satisfied with a decision at the program level, the student may appeal the decision in writing to the Dean of Graduate Studies and the Executive Director of Co-operative Education, with a copy to the Co-op coordinator who made the decision or ruling being appealed. The Co-op coordinator may file a written response to the appeal to the Dean and the Executive Director, with a copy to the appellant. The Dean and the Executive Director will consider the appeal.

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

3. If the student is not satisfied with this decision, the student may appeal to the Senate Committee on Appeals. This appeal process is governed by the regulations on "Appeals", page 61. Decisions of the Senate Committee on Appeals are final and may not be appealed to the Senate. In cases that do not fall under the jurisdiction of the Senate Committee on Appeals, the decision of the Dean and the Executive Director of Co-operative Education is final.

CRIMINAL RECORDS CHECK

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

responsibility to involve itself in this process. Students should check the administrative office in their own unit for any discipline-specific information.

Examinations

FINAL ORAL EXAMINATIONS

General Regulations

In all doctoral programs and all master's degrees with thesis that require a final oral examination, students must be registered in dissertation (699) or thesis (599) at the time of the oral defense. For project-based master's degrees, academic units may require a written comprehensive examination, or an oral examination, or both. Students must be registered in 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 for 599 and 699 confirms this by signing the Request for Oral Examination form. This form must be submitted to the Dean of Graduate Studies 30 working days for PhD students and 20 working days for thesis master's students prior to the 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 should normally 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 599 and 699 final oral examination. Regular and Emeritus members are eligible to serve. Oral examinations are open to the public. Notice of examination will be communicated to all faculty members involved and to each academic unit at least 5 working days prior to the date of the examination.

It is expected that all oral examinations will take place on the UVic campus. Any deviation from this policy requires permission from the Dean of Graduate Studies. The student and all supervisory committee members are normally expected to be present at the oral examination either in person, or virtually. The committee members' signature on the "Request for Oral Examination" form or "Checklist for Non-Thesis Examinations" constitutes an agreement to attend the examination at the scheduled time. In the event that a faculty member is unable to attend in person or virtually, the member is expected to provide questions for the examination, and is responsible for finding a proxy to attend the examination and ask the questions of the candidate. The proxy must be a member of the Faculty of Graduate Studies. It is advisable that the proxy have some substantive knowledge of the area or be knowledgeable in the research methodology. The

proxy is expected to assess the student's responses; however, the proxy does not vote on the outcome of the examination. The proxy does not replace the absent member of the committee, but merely represents the absent member at the oral examination. Therefore, the faculty member on the committee is still expected to sign the Dissertation/Thesis Approval Form.

Examining Committees

For doctoral programs and for master's with thesis, the role of the examining committee is to assess the dissertation or thesis and to conduct an oral examination based on that dissertation or thesis. For project-based master's, the role of the examining committee is to assess the independent work and to conduct an oral examination based on that work. The examining committee may also evaluate and examine other aspects of the degree such as specified course work or an understanding of any required reading list.

Composition of Final Oral Examining Committees

Doctoral degrees

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

Master's degrees with theses

The supervisory committee plus a Chair appointed by the Faculty of Graduate Studies plus an external examiner who has had no previous involvement with graduate supervision of the candidate. The external examiner may be from within the home academic unit, provided that there is at least one non-unit member on the supervisory committee.

Project-based Master's degree

The supervisory committee plus an examination Chair.

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 primary 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 primary supervisor shall sign the letter and at the end of the examination work together to draw up a list of revisions. The primary supervisor will approve the dissertation or thesis when it has been amended in accordance with the committee's list of revisions. 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 primary supervisor shall supervise the revision of the dissertation or thesis. If the dissertation or thesis is acceptable to the primary supervisor, the primary supervisor shall distribute it to the rest of examining committee. If it is acceptable to the committee, the primary supervisor shall ensure that each committee member signs the approval documents including the Dissertation/Thesis Approval Form.

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

    This result should not be confused with failure (see 5. Failure, below). Adjournment may be called for three different types of circumstances:

    a)   A sudden illness or emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the exam to be prematurely terminated (such as fire alarm, power failure or natural disaster); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

    When an examination is adjourned for these types of circumstances, the chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The date for reconvening shall be no later than six months from the date of the first examination.

    b)   Where the external examiner casts the lone dissenting vote.

    When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will 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.

c)   Where the thesis is acceptable but the student has failed the oral defense.

When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

5.   **Failure**

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

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

Under exceptional circumstances, upon the advice of one or more committee members and of the chair of the academic unit, the Dean of Graduate Studies may sign the Thesis Approval Form and the academic unit's Letter of Recommendation on behalf of the supervisor.

Results of Oral Examinations (Project-based Master's degrees)

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 primary supervisor shall sign the academic unit's Letter of Recommendation.

2.   **That the independent research work is acceptable subject to minor revision and the oral defense is acceptable**

In this case, all members of the examining committee except the primary supervisor shall sign the letter and at the end of the examination work together to draw up a list of revisions and establish a time limit for the completion of these revisions. The primary supervisor will approve the independent research work when it has been amended to her/his satisfaction.

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

This result should not be confused with failure (see 4. Failure, below). Adjournment may be called for three different types of circumstances:

a)   A sudden Illness or emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the exam to be prematurely terminated (such as fire alarm, power failure or natural disaster); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

When an examination is adjourned for these types of circumstances, the chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The date for reconvening shall be no later than six months from the date of the first examination.

b)   Where the written work is acceptable but the student has failed the oral defense.

When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will 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.

4.   **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 outlining the reasons for this decision. A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies.

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

Degree Completion and Graduation

The University Senate grants degrees in October and May each year prior to the awarding of degrees at convocation ceremonies in November and June, respectively. 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, diploma or certificate must complete a formal application for graduation, available at www.uvic.ca/graduation. The deadlines to submit completed applications are as follows:

- November 15 for students completing in December for spring graduation
- February 15 for students completing in April for spring graduation
- July 15 for students completing in August for fall graduation

The deadline for completing all requirements for the degree is 3pm of the final business day in the term in which the Oral Examination, Final Project or Capstone Course are completed. 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 <www.uvic.ca/graduatestudies/resourcesfor/students/thesis>. Only the latest version of these instructions is valid. Normally, a copy of all approved dissertations and theses will be published and held in the institutional repository. Students should note that submission to UVicSpace is final: normally no revisions will be permitted once the thesis has been submitted.

2. Submission of the Letter of Recommendation for the program 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.

DEPOSITION OF THESES AND DISSERTATIONS IN THE UVIC REPOSITORY

The results of research conducted at the University of Victoria are required to be made available to the public in a timely fashion, and so theses and dissertations must be placed in the institutional repository, UVicSpace, immediately following submission of the thesis/dissertation approval form.

DELAY OF PUBLICATION IN UVICSPACE

The University recognizes that deposition in UVicSpace has the potential to jeopardize patents or independent publications. Therefore, a delay in publishing the thesis or dissertation in the university repository for an initial period of twelve months from

the date of the oral examination will be granted upon the submission of a completed withholding form. Renewal of the delay may be requested on an annual basis upon submission of a completed withholding form accompanied by a statement outlining ongoing progress made toward patents or independent publications during the preceding twelve months. The blank withholding form and further information about withholding policy can be obtained from the Faculty of Graduate Studies website.

Authors publishing their thesis or dissertation outside the repository must disclose any contractual obligation with an independent publisher designed to extend the withholding period past the date of independent publication. The withholding form must be accompanied by a copy of the contract with the independent publisher. Under no circumstances will the Dean of Graduate Studies consent to the permanent withholding of a thesis or dissertation.

TRANSCRIPT OF ACADEMIC RECORD

On request of the student, a certified transcript of the student's academic record can be sent by the Office of the Registrar 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 academic standing is determined by the results of all final grades at the end of the session, transcripts showing the official sessional GPA, cumulative GPA and standing are not available until after the end of the session. The Winter Session takes place from September to April, the Summer Session from May to August.

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" on page 69). Transcripts will be issued within five working days after a request is received, unless a priority request is made. See <www.uvic.ca/current-students/home/academics/transcripts/> for more details.

Transcripts will not be issued until all financial obligations to the University have been cleared. Students who require proof of degree completion prior to convocation can request a letter from Graduate Admissions and Records.

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 "Ombudsperson" on page 23). A student seeking a formal review of an assigned grade should consult the regulations under "Review of an Assigned Grade" on page 52.

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 submitting or responding 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>

Awards for Graduate Study

All Graduate Award holders must maintain continuous registration during the tenure of their award. Students may interrupt their award only for the reasons of maternity, child rearing, illness, or health-related family responsibilities. Requests for interruptions must be approved by both the academic unit and the Office of the Dean of Graduate Studies, and may require additional documentation.

UNIVERSITY OF VICTORIA FELLOWSHIPS

University of Victoria Fellowships of up to $15,000 (master's) and $18,000 (PhD) may be awarded by the Faculty of Graduate Studies to students of high academic standing registered full time in the Faculty as candidates or provisional candidates for a degree.

All new applicants will be considered for University of Victoria Fellowships or Graduate Awards by the academic unit they are applying to. There is no separate application form to be completed. Applicants will be evaluated based on their admission application and its supporting documentation. The minimum average required for consideration is A-. Funds are limited so applicants wishing to be considered for Fellowships and Awards are encouraged to have all application materials submitted to the Graduate Admissions and Records Office as soon as possible, and no later than the application deadline for the academic unit.

The competition for University of Victoria Fellowships is very intense. Meeting the minimum standard for consideration does not guarantee that a student will be successful in the competition.

SCHOLARSHIPS, AWARDS, AND PRIZES

The Faculty of Graduate Studies administers a number of awards to students in graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available at the Faculty of Graduate Studies' website.

BURSARIES

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

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

A number of bursaries are awarded on the recommendation of Student Awards and Financial Aid and/or the student's academic unit. Students should contact their faculty 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.

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 2016-2017 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 within specified time limits.

• Students are responsible for knowing in which courses they are registered. Students are required to formally drop courses, most often by using "My page", 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 "My page". The courses listed on the system are those for which the student will be assessed fees.

• Students are also responsible for knowing their fee obligations, 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 may be made up of:

1. one full tuition installment if you are taking 3.0 or more units of courses, or project or thesis

2. one half tuition installment if you are taking less than 3.0 units and

3. any other fees assessed for that term.

Statements of account are not mailed to students. Students may view their account balances at <www.uvic.ca/mypage>. Students unable to obtain their tuition fee information from "My page" may call 250-721-7032 or 1-800-663-5260.

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 will be refunded upon 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:

Summer Term   **May 31** if registered prior to May 31 or last day of the month in which you register

Fall term   **September 30**

Spring 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 date (or on the preceding work day if the due date falls on a holiday or weekend). Students should note that 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 fall term and February 28 in the spring term may have their course registrations cancelled and be denied other services.

Making Payments

Students are asked to make their payments by Internet, 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 a cheque or money order (do not mail cash) made payable to the University of Victoria to:

> University of Victoria
> Accounting Services, Tuition Fees
> Box 3040 STN CSC
> Victoria BC V8W 3N7

Students may pay in person at the Tuition Fees counter, first Floor, University Centre, but are reminded that queues will be long just before due dates.

Students should ensure that their student number is written on the face of their cheque.

International Students: please visit www.uvic.ca/tuition for payment options

Payments made by wire transfer - DO NOT SEND more than the tuition you are charged. Any overpayment will be credited to future tuition and will not be refunded to the student.

Overdue Accounts

A service charge of 1.5%, annualized at 19.56%, is added at each month end to accounts not paid by their due date.

Students with overdue tuition or other accounts will only be contacted by UVic at their preferred email address and preferred mailing address as shown on <www.uvic.ca/mypage>. Students are responsible for keeping their information on My page up to date at all times.

FACULTY OF GRADUATE STUDIES

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) for income tax purposes are issued in February for the preceding calendar year. These forms are available online through <www.uvic.ca/mypage>.

Fee Reductions

To obtain fee reductions, students must drop courses through "My page" or submit written notice of changes in registration, on the Graduate Course Change Form, to the Graduate Admission and Records Office.

When 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 "My page" before the full-fee-reduction deadlines, particularly if they have made course changes or have 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:

Fall term assessments

On or before:
September 20   100%
October 11   50%

Spring term assessments

On or before:
January 17   100%
February 7   50%

Fee Reduction Appeals

Students who believe a course drop has not been properly entered into their student record should contact the Graduate Admission and Records Office. Students who believe a fee

reduction has not been correctly entered into 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, 1st Floor, University Center.

REGULATIONS CONCERNING TUITION FEES FOR GRADUATE PROGRAMS

Standard Tuition Fees for Certificate and Diploma Programs

Tuition charged for Certificate and Diploma programs is paid by course on a per-unit basis at the Non-degree rate (some exceptions may apply).

Standard Tuition Fees for Degree Programs

Tuition charged for graduate programs is based on a minimum total program fee (see details below). This minimum total program fee must be paid regardless of the duration of your study. If your program takes longer to complete than the standards set out below you will be required to pay additional fees beyond the minimum total program fee. Tuition charged for graduate programs is based on the time taken to complete the program and not on the completion of individual courses. Fees consist of regular tuition installments, reregistration fees and, if applicable, program extension fees (see details below). Students are charged a full tuition installment for every term during which they are registered full time in a degree program and a half tuition installment for every term in which they are registered half time or less in a degree program. Registration in Thesis(599), Dissertation (699) and project (598) courses result in full time assessment.

Tuition installments and ancillary fees are assessed for each of the three terms of the academic year (fall, spring, and summer). Payment each term is either a full (1.0) or half (0.5) tuition installment depending on whether registration is full or part time. See "Definition of Full-Time Status" and "Definition of Part-Time Status" (page 41).

Tuition for International Students

International students (those not holding Canadian citizenship or permanent residency at the beginning of the term) are required to pay international tuition for graduate programs and courses. Tuition will be adjusted to regular rates for students who show a permanent residency card before the last day of the term.

Standard Tuition Fees for Master's Degrees

The minimum regular program fee for a master's degree is 5.0 tuition installments which can consist of a combination of regular full and regular half tuition installments. For exceptions, see the list of non-standard tuition below. One (1.0) additional regular tuition installment will be assessed if a student remains registered after having paid 5.0 regular full tuition installments (for a total regular tuition of 6.0).

Non-Standard Tuition for Selected Master's Programs

- The minimum regular program fee for the Health Informatics distributed stream (web-based) is 6.0 tuition installments

- The minimum regular program fee for the MACD program is 6.0 fee installments.

- The total minimum regular program fee for the MBA degree is 6.0 tuition installments for Daytime + Weekend program students and 9.0 tuition installments for Evening program students, which can consist of a combination of regular full and regular half tuition installments.

- The total minimum regular program fee for the MBA within the MBA-JD combined degree is 6.0 tuition installments in additional to the tuition for the Undergraduate JD degree.

- The minimum regular program fee for the MGB program is 3.0 fee installments.

- The minimum regular program fee for the MPA program is 5.0 fee installments.

- The minimum regular program fee for the MPH program is 6.0 fee installments.

- The minimum regular program fee for the NUHI program is 9.0 fee installments.

- The minimum regular program fee for the double degree MBA+MEng and MBA+MSc programs is 7.0 fee installments.

- The minimum regular program fee for the MEng in Telecommunications and Information Security is 3.0 fee installments.

If a student remains enrolled in a master's degree after having paid the minimum regular program fee, reregistration fees will apply as described below. If a student remains enrolled beyond the five year time limit for a master's degree, a program extension fee will apply as described below.

For students registered in a one-year master's program (completed within 12 months), the minimum regular program fee is 3.0 tuition installments. Current programs include English, French, History, Indigenous Governance, Applied Linguistics, Philosophy and Political Science. Up to 3.0 additional regular tuition installments will be assessed if a student remains registered after having paid 3.0 tuition installments (for a total regular tuition of 6.0). Terms of personal leave will not be counted as academic terms and therefore graduate tuition installments normally will not be assessed

The minimum regular program fee for the LLM completed within 12 months is 3.0 tuition installments, which can consist of a combination of regular full and regular half tuition installments. Up to 2.0 additional regular tuition installments will be assessed if a student remains registered after having paid the minimum regular program fee (for a total regular tuition of 5.0).

Standard Tuition Fees for Doctoral Degrees

The minimum regular program fee for a PhD degree is 7.5 tuition installments which can consist of a combination of regular full and regular half tuition installments. For example, in the case of a full time student, the minimum regular program fee is assessed in seven regular full tuition installments followed by one regular half tuition installment. For exceptions, see the list of non-standard tuition below. One (1.0) additional regular full tuition installment will be assessed if a student remains registered for one additional term after 7.5 regular full tuition installments have been paid. One additional regular half (0.5) tuition installment will be assessed if a student remains registered for an additional term beyond 8.5 regular tuition installments have been paid (for a total regular tuition of 9.0).

Non-Standard Tuition for Selected Doctoral Programs

- The minimum regular program fee for the PhD in Health Informatics is 9.0 fee installments.

- The minimum regular program fee for the PhD in Business is 12.0 fee installments.

- The minimum regular program fee for the PhD degree in Law is 5.0 tuition installments, which can consist of a combination of regular full and regular half tuition installments. Up to 2.5 additional regular tuition installments will be assessed if a student remains registered after having paid 5.0 regular full tuition installments (for a total regular tuition of 7.5).

If a student remains enrolled in a PhD degree after having paid the minimum regular program fee, reregistration fees will apply as described below. If a student remains enrolled beyond the seven year time limit for a doctoral degree, a program extension fee will apply as described below.

Reregistration Fees for Degree Programs

Students who have not exceeded the time limits for degree completion and have paid the entire total regular tuition for their degree (normally 6.0 tuition installments for master's degrees; 9.0 tuition installments for doctoral programs) but have not completed their program requirements will be charged reregistration fees for each term of attendance up to their completion date. Thereafter, program extension fees apply.

Students in the PhD in Health Informatics who have paid the entire 9.0 regular tuition installments, will be charged reregistration fees for each term of attendance for up to a maximum of 3.0 additional terms. Thereafter, the regular tuition rate per term will be assessed.

Fees for Degree Program Extensions

Students who are granted a program extension and 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" on page 44) will be assessed a program extension fee at the regular tuition rate per term.

FACULTY OF GRADUATE STUDIES

Completion Postponement Fee Adjustment

Students who have defended their project, thesis or dissertation within the first 15 calendar days of September, January or May may be eligible for the Completion Postponement Fee Adjustment ($250) in lieu of a full tuition fee payment. Eligible students will have:

• Paid their minimum total program fee prior to the term in which the oral examination takes place (see "Standard Tuition Fees for Degree Programs", page 64)

• Registered in the term in which the oral examination takes place

• Submitted all documents necessary for graduation to Graduate Admissions and Records by 3:00 pm on the last business day of that month

A full term of ancillary fees (see "Other Fees", below) will be charged in addition to the Completion Postponement Fee Adjustment.

Students making use of the CPFA will not be eligible for graduation in the term in which they defend. Students completing under the provisions of the CPFA in September or January will graduate in the spring, and students completing under the CPFA in May will graduate in the fall. For further information contact Graduate Admissions and Records.

Standard 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 tuition credit toward their minimum doctoral program tuition requirement to a value no greater than the minimum tuition installments paid to the master's program (normally 5.0 tuition installments). Tuition installments paid beyond the minimum program requirement for the master's degree cannot be credited to the doctoral tuition requirement.

Fees for Students Transferring to a Program with Different Fee Structure

Students transferring to a program with a different program fee will be charged the differential of full program fees (including differential balance owing for prior terms) for the new degree effective from the time of transfer into the higher cost program. This amount comes due at the end of the month in which the student transfers programs.

Tuition Credit for Academic Transfer Credits for Certificates and Diplomas

Tuition credit may be obtained toward a subsequent degree program only for courses taken for academic credit at the University of Victoria. Allowable fee credits are one tuition installment for each term of 3.0 units of academic credit to a maximum of three tuition installments.

Students holding a University of Victoria graduate certificate may be given a maximum fee credit of two tuition installments toward a master's or PhD degree provided that the student enrolls in the degree program within the first, second, or third immediately subsequent terms after the completion of the certificate or diploma.

Students holding a University of Victoria graduate diploma may be given a maximum fee credit of three tuition installments toward a master's or PhD degree provided that the student enrolls in the degree program within the first, second, or third immediately subsequent terms after the completion of the certificate or diploma.

Other Fees

Graduate Students' Society (GSS) Extended Health Care and Dental Insurance Plans

The GSS provides a mandatory extended health plan and dental insurance plan for full-time graduate students.

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

The University of Victoria provides students' personal information to the University of Victoria Graduate Students' Society and its health insurance provider. The information is used solely for adjudicating claims and is not used for any other purpose. Personal information is stored securely and used in accordance with regulations contained in the federal Personal Information Protection and Electronic Documents Act.

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.

Complete information about the costs and coverage provided by the plans is available from the GSS office, or at: <gss.uvic.ca>.

UVic Students' Society (UVSS) Universal Bus Pass Plan (U-Pass)

The UVSS provides a mandatory bus pass plan for all graduate students. U-Pass was approved by student referendum in 1999. The U-Pass fee is $81.00 per term. U-Pass gives students unlimited access to all Greater Victoria BC Transit buses and HandyDart services at all times and on all days.

Only the following students are exempt from the U-Pass plan:

• students who are registered solely in distance education programs

• students with a BC Bus Pass

• students with mobility disabilities that prevent them from using BC Transit or HandyDart services

• students taking both Camosun College and UVic courses

New and returning graduate students can obtain their UVic ID cards at the Graduate Students' Society Building.

More information about the plan is available at the Student Union Building Info Booth, by calling 250-721-8355 or at <www.uvss.uvic.ca>.

Graduation

Students who have not paid the minimum number of tuition installments for their degree by the final term before graduation must pay the outstanding installments before they can graduate. Students expecting to complete their academic requirements are strongly advised to contact the Graduate Admissions and Records Office to confirm their tuition installment status.

Tuition for Non-degree Students

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

Course Fees for non-degree graduate students (per course unit)

Domestic	$738.04
International	$880.42

Standard Tuition Fees for Domestic Students in Certificate and Diploma Programs

Per course unit	$738.04

Standard Tuition Fees for Domestic Students in Degree Programs

Some of these degrees also have program fees. Please see Program Fees below.

Full fee installment	$1858.26
Half fee installment	$929.13
Graduate reregistration fees, per term, until maximum completion limits	$738.04
Program extension fee	$1858.26
Graduate Co-op work term fee (*this fee does not form part of the minimum program fee described under Program Fees, above*)	$675.70

Standard Tuition Fees for International Students in Certificate and Diploma Programs

per course unit	$880.42

Standard Tuition Fees for International Students in Degree Programs

Full fee installment	$2,211.16
Half fee installment	$1105.58
Graduate reregistration fees, per term, until maximum completion limits	$880.42
Program extension fee	$2211.16

Graduate Co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above $801.84

Other Fees

Athletics/Recreation, per term (on-campus and local only)	$83.75
Graduate Students' Society, per term On Campus	$66.91
Graduate Students' Society, per term Off Campus	$64.91
Graduate Students' Society, per Co-op work term	$32.45
Co-op work term and on campus registration	$34.45
GSS Extended Health Care Plan: per year (single coverage)	$328.00
8 month pro-rated fee	$219.00
Dental Care Plan, per year (single coverage)	$214.00
8 month pro-rated fee	$143.00
U-Pass Bus Pass	$81.00

FEES FOR AUDITORS

Audit fees per unit under age 65

Domestic	$310.62
International	$392.28
Age 65 or over	$102.06

Note: Audit fees will not be assessed for students whose supervisor approves the course as relevant toward their master's or doctoral program.

OTHER GRADUATE FEES

Note: All fees listed below are non-refundable unless stated otherwise

Application fee	$119.00
if any documents originate outside Canada	$147.00
An acceptance deposit (may be required depending on the program. This fee is applied toward tuition owed for a student who registers but is forfeited if a student does not register)	Program Dependent
Application to reregister	$26.75
Late application for admission/registration	$35.00
Confirmation of enrolment letter	$10.00*
Reinstatement fee	$250.00
Application to graduate (all students)	$44.00
Late Fee	$10.00
Required for Master's Thesis and PhD Dissertation: UVic Archival fee	$15.00
National Library fee	$25.85
Degree completion letter	$10.00*

FACULTY OF GRADUATE STUDIES

Degree completion letter (priority) $17.00*
Returned cheque $25.00
Transcripts, per copy $10.00*
Transcripts (priority), per copy $17.00*
Education Deduction and Tuition Certificate
replacements and fee payment confirmations $4.00*
Replacement degree (diploma) $75.00
Certified copy of degree $15.00
Photocopy, per page $3.00*

* Includes Goods and Services Tax (GST)

NON-STANDARD TUITION AND FEES FOR SELECTED PROGRAMS

Certificate and Diploma Programs

Entrepreneurship

Certificate in Entrepreneurship (ENTC)

Domestic
Tuition per unit $844.62
program fee $1560.60

International
Tuition per unit $1126.16
program fee $1560.60

Diploma in Entrepreneurship (ENTD)

Domestic
Tuition per unit $844.62
program fee $1170.46

International
Tuition per unit $1126.16
program fee $1170.46

Cultural Heritage Certificate and Concurrent degree

If you are enrolled in concurrent graduate degree and the graduate certificate program, fees for three 1.5 unit certificate courses are covered by your full time degree studies fees, regardless of the number of GPC credits that you are able to apply to your degree. You will be assessed a non-degree course fee for your first course, CH 560 as well as for your second course. If you are enrolled in the Cultural Heritage Certificate only, the standard tuition fees for students in certificate and diploma programs applies:

Domestic per unit $738.04
International per unit $880.42

Graduate Certificate in Digital Humanities

Domestic per unit $1040.40

International per unit $1248.48

Graduate Certificate in Medical Physics

Domestic per unit $1300.50
International per unit $1547.60

Degree Programs

Some of these degrees also have program fees. Please see Program Fees below.

MA Community Development (MACD)

MACD Acceptance Deposit $400.00

Travel and living expenses involved to attend the summer residencies are over and above any tuition/program fees.

MACD Domestic Tuition, per term

Full tuition installment $2646.48
Half tuition installment $1323.24
Reregistration fees, per term, until
maximum completion limits $882.18
Thereafter $2646.48

MACD International Tuition, per term

Full tuition installment $3096.96
Half tuition installment $1548.48
Reregistration fees, per term, until
maximum completion limits $1032.32
Thereafter $3096.96

Master of Business Administration (MBA)

Acceptance deposit-Business $500.00
Deferred entry (allowed once only) $200.00

MBA Domestic Daytime + Weekend Tuition, per term

Full tuition installment $4001.02
Half tuition installment $2000.51
Non-degree, per unit $1320.34
Reregistration fees, per term $1320.34
Thereafter $4001.02

Co-operative program fee, per work term
(*this fee does not form part of the minimum program
fee described under Program Fees, above*) $675.70

MBA Domestic Evening Tuition, per term

Full tuition installment $2667.34
Half tuition installment $1333.67

MBA International Daytime + Weekend Tuition, per term

Full tuition installment $4353.92

Half tuition installment $2176.96
Non-degree, per unit $1436.80
Reregistration fees, per term $1436.80
Thereafter $4353.92

Co-operative program fee, per work term
(*this fee does not form part of the minimum program
fee described under Program Fees, above*) $801.84

MBA International Evening Tuition, per term

Full tuition installment $2902.62
Half tuition installment $1451.31

MBA + MEng or MBA + MSc Double Degree Tuition, per term

Domestic
Full tuition installment $4258.60
Half tuition installment $2129.30

International
Full tuition installment $4641.88
Half tuition installment $2320.94

MBA + (MEng or MSc) reregistration fees per term

Domestic $1419.54
International $1547.30

MBA + JD Combined Degree Tuition, per term

Domestic Tuition
Full tuition installment $2667.34
Half tuition installment $1333.67

International Tuition
Full tuition installment $2902.61
Half tuition installment $1451.31

Master of Global Business (MGB)

Acceptance deposit-Business $500.00
Deferred entry (allowed once only) $200.00

The MGB program also requires travel to/and accommodation in (at least) two other countries. The traveling and living expenses involved are in addition to the above fees.

MGB Domestic Tuition, per term

Full tuition installment $6756.98
Internship fee, per internship* $337.85

* this fee does not form part of the minimum program fee described under Program Tuition and Fees, above.

MGB International Tuition, per term

Full tuition installment $8633.94
Internship fee, per internship* $400.92

* this fee does not form part of the minimum program fee described under Program Tuition and Fees, above.

Master of Public Administration

Acceptance Deposit $400.00

Master of Public Health (MPH)

Domestic Tuition
Full tuition installment $2252.32
Half tuition installment $1126.16
Reregistration $750.78
Thereafter $2252.32

International Tuition
Full tuition installment $2680.28
Half tuition installment $1340.14
Reregistration $893.42
Thereafter $2680.28

MEng in Telecommunications and Information Security Tuition, per term

Domestic
Full tuition installment $6936.00
Half tuition installment $3468.00
Reregistration fees $2288.88

International
Full tuition installment $8670.00
Half tuition installment $4335.00
Reregistration fees $2861.10

MSc Health Informatics (web-based program)

Domestic Tuition
Full tuition installment $4545.62
Half tuition installment $2272.81
Reregistration fees, per term, until
maximum completion limits $1629.78
Thereafter $4545.62

International Tuition
Full tuition installment $4898.50
Half tuition installment $2449.25
Reregistration fees, per term, until
maximum completion limits $1746.26
Thereafter $4898.50

Nursing + Health Informatics double degree (NUHI)

Domestic Tuition
Full tuition installment $3753.88

FACULTY OF GRADUATE STUDIES

Half tuition installment $1876.94
Reregistration $1251.30
Thereafter $3753.88

International Tuition

Full tuition installment $4467.12
Half tuition installment $2233.56
Reregistration $1489.04
Thereafter $4467.12

PhD in Health Informatics (HINF)

Domestic Tuition

Full tuition installment $5306.04
Half tuition installment $2653.02
Reregistration $1750.98
Thereafter $5306.04

International Tuition

Full tuition installment $6314.20
Half tuition installment $3157.10
Reregistration $2083.68
Thereafter $6314.20

Jointly Supervised Individual PhD Programs (Co-tutelle)

For student programs for which UVic is designated as the home institution, normally, the total period of registration at the UVic shall not be less than six full-time terms, and the student will pay a minimum of six tuition installments.

For student programs for which the UVic is designated the partner institution, normally, the total period of registration at the UVic shall not be less than three full-time terms, and the student will pay a minimum of three tuition installments.

Program Fees, per Term

This fee is in addition to the minimum tuition for a Master's/PhD degree. Program fees end when required tuition instalments are completed

Master of Business Administration (MBA)
Daytime + Weekend... $520.20
Evening and MBA/JD.. $346.82
Master of Global Business (MGB)..................................... $971.06
Graduate Certificate –
Entrepreneurship $1560.60
Graduate Diploma –
Entrepreneurship $1170.46
PhD in International Management
and Organization $500.00
Professional Specialization Certificate in
Special Education – one time only fee $364.14
MEd/MA EPLS Counselling $364.14
MA in Child and Youth Care $357.00
MACD-I International Delivery $1213.82
Double Degrees in MEng/MBA
and MSC(CompSci)/MBA $445.88
Indigenous Education graduate program in
Indigenous Revitalization $364.14
LATHE (Learning/Teaching in higher
Education Certificate) for concurrent
Degree students only
Domestic $738.04
International $880.42

Graduate Programs

GRADUATE PROGRAMS

Anthropology

GENERAL INFORMATION

Contact Information

Department of Anthropology

Location: Cornett Building, Room B228

Mailing Address:

>   Department of Anthropology
>   University of Victoria
>   PO Box 1700, STN CSC
>   Victoria, BC V8W 2Y2
>   Canada

Courier Address:

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>   University of Victoria
>   Cornett Building Room B228
>   3800 Finnerty Road (Ring Road)
>   Victoria, BC V8P 5C2
>   Canada

Telephone Number: 250-721-7047

Fax Number: 250-721-6215

Email: anthtwo@uvic.ca

Website: <anthropology.uvic.ca>

Chair: Dr. Ann Stahl

>   Email: anthone@uvic.ca
>   Phone: 250-721-7057

Graduate Adviser: April Nowell

>   Email: anthgs@uvic.ca
>   Phone: 250-721-7054

Graduate Secretary: Jindra Bélanger

>   Email: anthtwo@uvic.ca
>   Phone: 250-721-7047

Faculty Members and Areas of Research

Alexandrine Boudreault-Fournier, PhD (Manchester)

>   Sociocultural anthropology; visual anthropology; sound; creative practices; digital media; cultural policy, Cuba, Canada

Leslie Butt, PhD (McGill)

>   Sociocultural anthropology; family and migration, medical anthropology, gender and reproduction, HIV/AIDS, Indonesia; the Pacific and Southeast Asia

Melissa Gauthier, PhD (Concordia)

>   Sociocultural anthropology; economic anthropology; border studies; informal and illicit economies; cross-border trade, Mexico-U.S. borderlands; Mexico, Yucatán

Lisa Gould, PhD (Washington U St Louis)

>   Primate ecology, lemurs, conservation, Madagascar

Helen Kurki, PhD (Toronto)

>   Biological anthropology, skeletal biology, hominin functional anatomy

Yin Lam, PhD (Stony Brook)

>   Archaeology, zooarchaeology, palaeoanthropology

Quentin Mackie, PhD (Southampton)

>   Archaeology, Haida Gwaii, Salish Sea, stone tools, Northwest Coast

Margo L. Matwychuk, PhD (CUNY)

>   Sociocultural anthropology, political economy, feminism, Latin America (Brazil), poverty, housing and homelessness, politics of food and hunger

Erin Halstad McGuire, PhD (Glasgow)

>   Archaeology, material culture, funerary rituals, gender identities, medieval North Atlantic, historical archaeology, experimental archaeology, teaching and learning in undergraduate education

Iain McKechnie, PhD (UBC)

>   Coastal archaeology, historical ecology, Northwest Coast, zooarchaeology

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

>   Cultural anthropology, bodies and embodiment, reproduction, ultrasound imaging, children and youth, visual culture, Philippines, Canada

April Nowell, PhD (U Penn)

>   Neanderthal, Paleolithic art and archaeology, hominin life histories

Eric A. Roth, PhD (Toronto)

>   HIV/AIDS; substance use; Canada

Daromir Rudnyckyj, PhD (UC Berkeley)

>   Globalization; development; religion; science and technology studies; social studies of finance; Southeast Asia

Ann B. Stahl, PhD (UC Berkeley)

>   Archaeology, comparative colonialism, material cultural studies, Africa; Ghana

Brian Thom, PhD (McGill)

>   Sociocultural anthropology; indigenous peoples; ethnographic mapping; place; aboriginal rights, title and governance; Coast Salish

Andrea N. Walsh, PhD (York)

Visual anthropology, visual culture & theory, contemporary First Nations visual culture

Margot E. Wilson, PhD (Southern Methodist U)

Sociocultural anthropology; culture change, international development, Bangladesh, women's narratives

Degrees and Specializations Offered

The Department offers programs of study leading to a Master of Arts (MA) and to a Doctor of Philosophy (PhD).

Facilities

The Department has large research labs devoted to archaeology, biological anthropology, and visual anthropology. It houses an extensive comparative faunal reference collection. Two recently opened labs are devoted to ethnographic mapping and to the study of sound. University resources of particular benefit to anthropology students include: the McPherson Library, which is the second largest research library in B.C. and the largest on Vancouver Island; the University Computing Centre; research centers in Addictions Research, Aging, Asia Pacific Initiatives, Bio-Medical Research, Global Studies, Religion and Society, Youth and Society, among others. Students interested in Northwest North America will find relevant resources among the important collections and holdings of the Royal British Columbia Museum and Provincial Archives of British Columbia.

Financial Support

Well-qualified applicants are eligible for graduate awards and fellowships. The maximum value of such awards in 2015 was $18,000, with most ranging between $3,000 and $7,000. Students who are eligible are expected to apply for graduate fellowships offered by federal funding agencies (e.g., NSERC, CIHR, SSHRC). A number of teaching assistantships are available, usually at a value of $6,000 for eight months' work during the fall and winter terms. Additional teaching assistantships may be available for the summer term.

ADMISSION REQUIREMENTS

General

The graduate program in Anthropology has been designed to transcend traditional sub-disciplinary boundaries by focusing on four integrative themes:

1. Inequality, Culture, Health
2. Evolution and Ecology
3. Indigenous Peoples
4. Visual Anthropology and Materiality

All applications are reviewed by the Departmental Graduate Committee, and students are accepted into the graduate program only if they meet admissions requirements and if there is at least one faculty member able, interested, and available to supervise the proposed topic of research. Prospective applicants are encouraged to contact the faculty member(s) with whom they wish to work.

Deadlines

January 15

Admission To MA Program

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. The program introduces students to our department's unique thematic foci and requires them to conduct a major, independent research project leading to a thesis.

Students are required to have passed undergraduate courses equivalent to those comprising the Anthropology Major Program (see University of Victoria Undergraduate Calendar). Applicants without this equivalent may be asked to take the appropriate courses to satisfy the Major requirements before admission into the MA program.

In addition to the materials required by the Faculty of Graduate Studies, applicants must submit a brief statement outlining the intended program and field of study and a recent sample of their scholarly work. Normally a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the MA program.

Admission to PhD program

The PhD program in Anthropology enables students to specialize in one of our department's unique thematic foci and requires them to initiate and conduct a major, independent research project leading to a dissertation. Applicants will normally be required to have completed a baccalaureate and master's (thesis or project-based) degree in Anthropology at recognized academic institutions. They are expected to have achieved a minimum A- average (7.0 GPA) in their master's program, have strong letters of reference, present a clear statement of research interests, and submit an example of scholarly work.

PROGRAM REQUIREMENTS

Master of Arts program

MA students are required to complete a minimum of 7.5 units of course work and a 7.5-unit thesis.

Course Requirements

The MA program requires students to take the two core courses (1.5 units each):
ANTH 500   Seminar in Anthropological Theory
ANTH 516   Seminar in Anthropological Research Methods
and two of the following seminars (1.5 units each):
ANTH 511   Advanced Research Seminar in Inequality, Culture, and Health.

Course Requirements

ANTH 541	Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic, and Contemporary Contexts
ANTH 551	Advanced Research Seminar in Ecology and Evolution
ANTH 571	Advanced Research Seminar in Visual Anthropology and Materiality

and 1.5 units of elective from within or outside the department with the permission of the student's supervisor. Possible electives offered by the department include, but are not limited to, other advanced research seminars, upper-level undergraduate courses, and graduate courses offered under Selected Topics, Specialized Themes, and Directed Studies.

Thesis Proposal

Students will register in ANTH 597 (Thesis Proposal Development) while preparing the thesis proposal, typically in the summer term at the end of the first year in the program. The thesis proposal and thesis are prepared under the direction of the supervisory committee. The thesis proposal must be approved by the committee before September 15th of the second year of the MA program. Once the thesis proposal has been approved, the student registers in ANTH 599 (Thesis).

Thesis

The thesis, carrying 7.5 units of credit, will entail specialized research on a topical area chosen in consultation with the student's supervisory committee. Once the thesis is judged ready to be defended by the committee, an application is made for an oral defense, in accordance with the process set by the Faculty of Graduate Studies. 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. The oral examination is chaired by a faculty member from a separate department, appointed by the Dean of Graduate Studies.

Program Length

Full-time students are expected to complete the MA program in two years.

PhD Program

PhD students must complete 30 units of graduate credit, including a 20-unit dissertation. Students are required to complete four 1.5 unit graduate courses during their first two years in the program, the period of residency. The courses will include ANTH 600 (Professional Development in Anthropology), one specialized directed study (ANTH 690A, 690B, 690C, 690D, 690E or 690F), one advanced research seminar (ANTH 611, 641, 651 or 671), and one course that satisfies the Breadth of Knowledge requirement (a course in a theme other than the one in which they have chosen to specialize, or in another academic discipline). In addition, students are required to register and

participate in the Graduate Colloquium in both the fall and spring semesters of their two years of residency. Depending on the coursework completed during his/her MA program, a student may be required to complete ANTH 500, the department's MA-level method and theory course.

Students must achieve at least a B+ (6.0) in required courses and maintain a cumulative GPA of at least A- (7.0).

Summary of PhD Requirements

ANTH 600	1.5
ANTH 690A, 690B, 690C, 690D, 690E or 690F	1.5
ANTH 611, 641, 651 or 671	1.5
ANTH 612 (Colloquium)	1.0
Breadth of Knowledge requirement	1.5
ANTH 693 Candidacy Examinations	3.0
ANTH 699 Dissertation	20.0

Advancement to Candidacy

Students enroll in ANTH693 (PhD Candidacy Examinations) in preparation for candidacy. To advance to candidacy, students must successfully complete all coursework, the language requirement, the comprehensive examinations, and the dissertation proposal defense.

The PhD language requirement of proficiency in a language other than English may be met through the completion of relevant courses in the target language or through the demonstration, on the basis of a written translation exam, of competence in communication in that language.

For the comprehensive examinations, students, in consultation with their supervisory committee, will craft three important, original questions related to their research area and answer those questions in written format, drawing upon literature covered in doctoral coursework and readings.

Students must also prepare and defend a dissertation research proposal. They will give a presentation on their proposal topic and answer questions posed by the supervisory committee on the theoretical foundation, methodology, and significance of the proposed research.

Once these requirements have been fulfilled (normally by the end of the second year of full-time study), the student will have completed ANTH693 and will enroll in ANTH699 Dissertation.

Dissertation

PhD students are required to prepare, submit and defend a dissertation, which carries 20 units of credit. The dissertation is the culmination of intensive, independent and original research. Once the dissertation is judged ready to defend by the supervisory committee, an application is made for an oral defense, in accordance with the process set by the Faculty of Graduate Studies. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another institution, normally has no input in the

creation of the dissertation, and, as an arms-length knowledgeable member, is given the leading role in examining the candidate. The oral examination is chaired by a faculty member from a separate department, appointed by the Dean of Graduate Studies.

Program Length

Full-time students are expected to complete the PhD program in 4 to 5 years.

CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for full-time graduate students. To receive the Co-op designation on their transcripts, 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 Anthropology Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" (page 56).

Art History and Visual Studies

GENERAL INFORMATION

Contact Information

Department of Art History and Visual Studies
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Email: dkowalyk@uvic.ca
Website: <finearts.uvic.ca/historyinart>
Chair: Dr. Erin Campbell
>email: arthistorychair@uvic.ca

Phone: 250-721-7940
Graduate Adviser: Dr. Astri Wright
>email: arthistorygradadvisor@uvic.ca
>Phone: 250-721-7949
Graduate Secretary: Debbie Kowalyk
>email: dkowalyk@uvic.ca
>Phone: 250-721-7942

Faculty Members and Areas of Research

Allan Antliff, PhD (Delaware)
>Modern American and European art, Contemporary art, Anarchist studies

Evanthia Baboula, DPhil, (Oxford)
>Material & Visual Culture, Northeast Mediterranean

Carolyn Butler-Palmer, PhD (Pittsburgh)
>Modern & Contemporary Art of the Pacific Northwest

Erin Campbell, PhD (Toronto)
>Early Modern European Art

Catherine Harding, PhD (London)
>Late Medieval/Early Italian Renaissance art

Lianne M. McLarty, PhD (Simon Fraser)
>Feminist film theory, critical theory, popular culture

Marcus Milwright, DPhil (Oxford)
>Medieval Islamic art and archeology

Astri Wright, PhD (Cornell)
>Southeast Asian art (including textiles, ephemeral arts), modern and contemporary arts

Victoria Wyatt, PhD (Yale)
>North American Native arts and ethnohistorical photographs

Emeritus

Kathlyn Liscomb, PhD (Chicago)
>Chinese art, art theory, and art historiography

S. Anthony Welch, PhD (Harvard)
>Islamic art and architecture; Iranian painting; architecture of Muslim India

Christopher A. Thomas, PhD (Yale)
>Canadian art and architecture, modern architecture

Degrees and Specializations Offered

The Department of Art History and Visual Studies offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy. The program for each student is determined by the Graduate Adviser and the appropriate

supervisor in consultation with the student, and is intended to meet the student's specific academic needs while at the same time maintaining some breadth of exposure to a wide range of topics and methodologies.

The department also participates in the Co-operative Education Program; students who are interested in the possibility of gaining discipline-related work experience while they pursue their degree are invited to contact the department's Graduate Adviser.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from $2,700 to $7,000 for eight months' work. 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 Art History and Visual Studies, 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 completed in the fall.

PROGRAM REQUIREMENTS

Except for AHVS 501/601 and AHVS 509/609, only a selection of seminars (AHVS 502-580) will be offered in any particular year. Except for AHVS 501/601 and AHVS 509/609, all seminar courses and directed studies may be taken more than once, in different topics.

Master of Arts

The MA in Art History and Visual Studies normally consists of 15 units, including a Research Paper (AHVS 598). In the first eight months (September-April), all students will complete AHVS 501: Colloquium in Theories and Practices; AHVS 509: Workshop in Art Historical Writing, both compulsory for all students, and normally four additional courses. An additional, fifth course will normally be taken in the second year (September-April).

Course Requirements

AHVS 501 (Colloquium in Theories and Practices) 1.5
AHVS 509 (Workshop in Art Historical Writing) 1.5
5 additional courses (1.5 units each) 7.5
AHVS 598 (Research Paper) 4.5

Students 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 PAAS 111, 131, GMST 405, 3 units of FRAN 160 and above or ITAL 300. For First Nations' languages, a minimum of 4.5 units within a single language is acceptable. 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.

Program Length

Master's degrees are normally completed in two years, doctoral degrees within 4-5 years.

PhD Program

The PhD normally consists of a minimum of 39 units, with a course work component of 6.0 units (4 courses). Those who enter the AHVS department as PhD students coming from other universities must take AHVS 601 and AHVS 609, and 2 additional courses (3.0 units) as part of their required course work. Students holding a Master's from our department and entering the doctoral program with AHVS 501 and AHVS 509 as credits, will take AHVS 609 and 3 additional courses (4.5 units). The courses should be directly related to the student's particular areas of art historical interest; in some cases, courses may be taken outside of the department with permission from the supervisor and

Graduate Adviser. Students must pass their courses with at least a B+ average.

There is a required 3-unit Candidacy Exam (AHVS 693), which must be passed within 3 years of registration in the program. Registration in AHVS 699, the 30.0 unit Dissertation, is only permitted upon completion of AHVS 693.

Course Requirements

Students accepted into the doctoral program from outside universities will take:

AHVS 601	1.5
AHVS 609	1.5
2 additional courses	3.0

Students accepted into the doctoral program from within UVic, with credit for AHVS 501 and AHVS 509, will take:

AHVS 609	1.5
3 additional courses	4.5

All students will take:

AHVS 693 (Candidacy Exam)	3.0
AHVS699 Dissertation	30.0

AHVS 693 must be passed within 3 years of registration in the program. Once students complete their slate of courses, they are required to register in AHVS 693. Readings for the comprehensive examinations will be broader than the course work and will be determined by the student and his/her advisers. A student may repeat comprehensive examinations one time only.

The Candidacy Examination in Art History and Visual Studies consists of three parts:

- The Major Field Examination (referred to as "Comprehensive Exam or Exams"), with two sub-topics being prepared (written)

- The Secondary Field Examination (referred to as "Comprehensive Exam or Exams"), with two sub-topics being prepared (written)

- The Special Topics (dissertation proposal) Examination, in which the student presents the most recent version of their proposed dissertation topic in written form (details below), plus a detailed timeline on how the research will progress, with information on potential research trips, plans to acquire additional training, conference presentations/ plans for research dissemination, and stages of writing, in advance of an oral examination with the dissertation committee (written + oral).

Registration in AHVS699 is only permitted upon completion of AHVS 693.

Other Requirements

PhD candidates will be required to demonstrate a good reading knowledge of at least two languages other than English which are appropriate to their area of study. In addition, they will be required to demonstrate a working knowledge of any additional languages which may be deemed by their supervisory committee to be essential for the successful completion of the dissertation. Substantial fieldwork is expected of all PhD candidates.

Oral Examination

The oral examination for the dissertation may not take place until all language requirements have been satisfied.

Program Length

A student normally should expect to spend at least two years of academic work to obtain a master's degree and at least 3 years to obtain a PhD. A minimum of 5 full fee installments is required for a Master's degree and 7 full fee installments are required for a PhD. All requirements for a master's degree must be completed within five years (60 months) of the date of first registration. All requirements for a PhD degree must be completed within seven years (84 months) of the date of first registration.

CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for 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 "General Regulations: Graduate Co-op" (page 56).

Biochemistry and Microbiology

GENERAL INFORMATION

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

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

Contact Information

Department of Biochemistry and Microbiology

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>
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Email: biocmicr@uvic.ca

Website: <www.uvic.ca/science/biochem>

Chair: Dr. Perry Howard

> Email: bcmb@uvic.ca
>
> Phone: 250-721-7077

Graduate Adviser: Dr. Caroline Cameron

> Email: biocgadv@uvic.ca
>
> Phone: 250-853-3189

Graduate Program Coordinator: Melinda Powell

> Email: biocgsec@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 Ausió, 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 labelling and molecular modelling to determine structure-function relationships in proteins.

Martin Boulanger, PhD (British Columbia)

> Structural basis of host-pathogen and vector-pathogen interactions; structure-guided design of small molecule therapeutics and vaccines.

John E. Burke, PhD (California, San Diego)

> Structural and dynamic studies investigating the regulation of lipid signalling enzymes and their role in human disease.

Robert D. Burke, PhD (Alberta)

> Cellular and developmental biology, cell signalling in early development, neural development, integrin signalling.

Caroline Cameron, PhD (Victoria)

> Bioinformatic, genomic and proteomic approaches to studying the pathogenic mechanisms of spirochetes.

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 signalling in vertebrates; amphibian metamorphosis; molecular biomarkers of environmental contaminants in wildlife.

Perry L. Howard, PhD (Toronto)

> RNA processing in stem cells, Regulation of Pax6 by miRNA, and rewiring of tyrosine pathway in cancer.

Julian J. Lum, PhD (Ottawa)

> Immunometabolism; understand the metabolic roles of autophagy in cancer and T cell survival, development of immune-based treatment combinations with radiation (ovary, breast, prostate, rectal).

Francis E. Nano, PhD (Illinois)

> The goal of our research is to develop genome engineering tools for generating temperature-sensitive (TS) microbial strains. One application is developing attenuated pathogens that can be used as live vaccine strains. We use directed evolution of native essential genes of mesophiles to change them to produce a TS product with a defined and non-reverting property. We also engineer genetic circuits that use a TS repressor protein to control a lethal gene in a mesophile.

Christopher Nelson, PhD (British Columbia)

> Application of molecular and systems-biology approaches to the study of chromatin regulatory pathway in yeast and mammalian cells. Current areas of investigation include transcription, RNA metabolism and DNA repair pathways involved in normal and cancer biology.

Brad Nelson, PhD (California, 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.

Monica Palcic, PhD (Alberta)

Structure, function and mechanisms of enzymes in glycome assembly and degradation, glycosyltransferases, glycosidases.

Michael Przybylski, PhD (Mainz)

Application of mass spectrometry and peptide biochemistry to structure and mechanisms of neurodegenerative proteins; pathophysiological protein modification; vaccine chemistry; structure and epitope analysis of therapeutic antibodies; affinity-mass spectrometry of biopolymer interaction epitopes; mass spectrometric elucidation of oligomerisation/ truncation pathways and structures of "misfolding"/ aggregating proteins in neurodegenerative diseases.

Paul J. Romaniuk, PhD (McMaster)

Enzymology of novel DNA and RNA polymerases; mechanisms and applications of isothermal amplification; development of point of care diagnostic tests for low resource settings.

Andrew Ross, PhD (British Columbia)

Application of mass spectrometry and associated techniques to marine biogeochemistry and proteomics, including the identification of metal-binding compounds and modified proteins involved in stress, disease, and the biological uptake of essential trace elements.

 Christopher Upton, PhD (London)

Virology: poxvirus evolution, including annotation of viral genomes. Bioinformatics: development of databases/ software for the characterisation and analysis of viral 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 "English Language Proficiency", page 30) 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 admittance, or may be required to take additional undergraduate courses in these disciplines as part of their graduate degree program. Final entry into the program requires a financial and supervisory commitment from an individual faculty member.

Admission to the Master's Program

Entrance into an MSc program requires, at a minimum, completion of an undergraduate degree with sufficient background for graduate studies in Biochemistry and Microbiology.

Admission to the PhD Program

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

Deadlines

Though there is no deadline for admission, applications must be complete (receipt of transcripts, letters of reference and TOEFL

scores if required) at least a month in advance of the start date (terms start the beginning of September for Fall term, January for Spring, or under special circumstances, May for Summer) in order for the admission decision to be made. Only applications received by February 15 are guaranteed to be considered for University of Victoria Fellowships.

PROGRAM REQUIREMENTS

Thesis-based Master's

Note: The department does not offer a Project-based Master's degree.

Course Requirements

In addition to the following requirements, the general regulations governing the granting of advanced degrees, as stated in this calendar, are applicable.

Candidates for the MSc degree are required to successfully complete a minimum of 3 units of graduate level courses, approved by the student's supervisory committee. Normally students are required to take 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 present their own 580 seminar and receive a favourable assessment, and that they attend and participate in seminars given by other graduate students and senior scientists. Further information on the assessment of student performance for the BCMB 580 seminar can be found within the graduate handbook located at <www.uvic.ca/science/biochem/graduate>.

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

Other Requirements

Students must be continuously registered full-time in three terms per year in the graduate program. No part-time graduate programs are offered.

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 at least three 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.

Students must complete BCMB 580 and BCMB 680, which require that students present their own 580 and 680 seminars and receive favourable assessments, and that they attend and participate in seminars given by other graduate students and senior scientists. Further information on the assessment of student performance for the BCMB 580/680 seminars can be found within the graduate handbook located at <www.uvic.ca/science/biochem/graduate>. The BCMB 580 and BCMB 680 seminars must be on the student's own research. Students must register for BIOC 699 or MICR 699 (thesis).

Candidacy

Students entering the PhD program with a Master's degree must complete the candidacy exam within 18 months, while students transferring from the MSc to the PhD program must complete the exam within 24 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

Students must be continuously registered full-time in three terms per year in the graduate program. No part-time graduate programs are offered.

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

Students normally undertake a teaching assistantship within the department.

Dissertation

Students must have a supervisory committee consisting of their supervisor, a minimum of two other faculty members and an external faculty member from a related academic discipline.

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

Oral Examination

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

Program Length

Normally three to five years.

Biology

GENERAL INFORMATION

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

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

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Chair: Dr. Barbara Hawkins

    Email: biochair@uvic.ca

    Phone:...250-721-7091

Graduate Adviser: Dr. Steve Perlman

    Email: biolgsec@uvic.ca

    Phone:...250-721-7093

Graduate Secretary: Michelle Shen

    Email: biolgsec@uvic.ca

    Phone:.. 250-721-7093

Faculty Members and Areas of Research

Geraldine A. Allen, PhD (Oregon State)

Plant evolution; flowering plant diversity, phylogeny and phylogeography; conservation biology

Bradley R. Anholt, PhD (Brit Col)

Population and community ecology; evolutionary ecology of antipredator defenses; evolution of sex ratio variation

Gautam B. Awatramani, PhD (SUNY Buffalo)

Synaptic physiology, Two-photon imaging, retinal circuitry

Julia K. Baum, PhD (Dalhousie)

Population and community ecology; role of predators, trophic control in the ocean; marine conservation

Craig E. Brown, PhD (Calgary)

Neuroscience, stroke, diabetes, synaptic plasticity, somatosensory cortex, functional brain imaging

Brian R. Christie, PhD (Otago, New Zealand)

Neuroscience; learning and memory processes; neuroanatomy; neurophysiology; synaptic plasticity; 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)

Molecular and developmental genetics of the eye, gene-targeting and transgenic models of ocular disease, retinal circuitry, microRNA regulation

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, secondary plant metabolism, plant-insect interactions, chemical ecology

Kerry R. Delaney, PhD (Princeton)

Neurophysiology, synaptic physiology, calcium imaging and dendritic processing; Rett Syndrome

John F. Dower, PhD (Victoria)

Biological oceanography and marine biology, zooplankton and larval fish ecology

Juergen Ehlting, PhD (Max Planck Cologne)

Functional genomics, molecular evolution, and biochemistry of plant natural products

Rana El-Sabaawi, PhD (Victoria)

Food web ecology, physiological ecology, streams and river ecology, estuarine and coastal systems, eco-evolutionary dynamics, ecosystem processes

Patrick T. Gregory, PhD (Manitoba)

Population ecology, herpetology

Barbara J. Hawkins, PhD (Canterbury)

Conifer seedling physiology; mineral nutrition, cold tolerance

William E. Hintz, PhD (Toronto)

Molecular genetics and characterization of pathogenicity determinants of phytopathogenic fungi

Francis Juanes, PhD (Stony Brook)

Fisheries ecology, conservation genetics, underwater soundscapes and sound production in fishes, salmon life history and recruitment

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, fish genomics, immunology

Terri Lacourse, PhD (Simon Fraser)

Paleoecology; palynology; Earth systems ecology

Asit Mazumder, PhD (Waterloo)

Water and watershed ecology; environmental management of drinking water, nutrient-foodweb ecology of Atlantic and Pacific salmon, fate and transfer of chemicals in aquatic foodwebs

Patrick C. Nahirney, PhD (Brit Col)

Developmental muscle biology, synaptic plasticity in the brain, live cell imaging, electron microscopy

Raad 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

Réal Roy, PhD (McGill)

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

Leigh Anne Swayne, PhD (Calgary)

Neuroscience, Cellular and Molecular Neurobiolgy, Bioelectric control of neurogenesis, Electrophysiology, Neural protein biochemistry and protein-protein interactions

John S. Taylor, PhD (Simon Fraser)

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

Verena J. Tunnicliffe, PhD (Yale)

Marine benthic ecology and community structure

Diana E. Varela, PhD (Brit Col)

Marine phytoplankton ecology and physiology; nutrient cycling

Patrick von Aderkas, PhD (Manchester)

Conifer reproduction

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. 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 together with their application forms ("English Language Proficiency", page 30). 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 "Faculty Admissions", page 29), 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 6.5 on the University of Victoria 9-point scale.

Admission to the PhD Program

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

Deadlines

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

PROGRAM REQUIREMENTS

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

MSc - Thesis Option

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

Course Requirements

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

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

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

Forest Biology Courses

Graduate students in Forest Biology must register in FORB 560 (1.5 units) in addition to BIOL 560.

Thesis

The topic and scope of the thesis research is agreed by the supervisory committee. The written thesis must meet the formatting standards of the university and the research standards of the wider scientific community.

Oral Examination

The thesis must be defended in an oral examination in front of the supervisory committee and an external examiner from outside

the candidate's home department to ensure that the research and the thesis meet the required standard.

Program Length

The MSc is primarily a program of full-time independent research. Students can expect to take a minimum of two years to complete the program.

PhD Program

The PhD program is a full-time program of independent and original research culminating in a dissertation which is defended in an oral examination. Students must complete a candidacy examination in their general research area within 2 years of entering the program, and some additional required coursework.

Course Requirements

All 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 36).

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.

The candidacy examination must be held within 21 months of a student entering the PhD program. Students transferring from the MSc to the PhD program must complete the exam within 18 months from their entry into the PhD.

Students enroll in BIOL 693 (PhD Candidacy Examination) upon registering in the PhD program (or upon switching to the PhD program from the MSc program) and remain enrolled until all candidacy requirements are complete.

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 conform 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 coordinator, 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 "General Regulations: Graduate Co-op", page 56.

Business

GENERAL INFORMATION

The Sardul S. Gill Graduate School, part of the Peter B. Gustavson School of Business, provides a dynamic and unique learning environment that develops principled managers and leaders who can drive innovation and social change. The faculty delivers innovative graduate programs that are designed to cross functional areas and provide an international perspective. The Gill Graduate School of Business specializes in Entrepreneurship, Service Management, and International Business and offers a variety of programs at the graduate certificate, graduate diploma, master, and PhD levels.

The MBA Program is designed to prepare students for business success in the global business environment. Students learn to think critically, use leading edge business knowledge and build a professional business network. Our commitment to sustainability and international business underpins our program.

The Master of Global Business (MGB) is a sixteen-month graduate degree that can be completed within twelve months, designed

specifically for the student who holds an undergraduate degree in Business Administration or Commerce and wishes to specialize in International Business.

The MGB program is primarily located at the University of Victoria campus in Victoria, BC. Program components are also delivered by Gill Graduate School of Business faculty at partner institutions in Asia, Europe, South America and the Middle East and North Africa (MENA) region. Students are normally expected to complete the program within one year (September to August, or January to December) The program aims to provide the opportunity for British Columbian and other BCom graduates to specialize in international business at a graduate level, to offer a rigorous learning experience combined with cultural experience and training that is richer than any other offered in Canada; and to build on and use the considerable international expertise and contacts within the school.

The Graduate Certificate in Entrepreneurship (GCE) and Graduate Diploma in Entrepreneurship (GDE) programs are designed to help learners develop an entrepreneurial mindset and master the concepts involved in identifying and realizing opportunities to create new value, either through new venture creation or new product development.

The GCE and GDE programs will appeal to: 1) recent graduates who have an innovative new product concept or would like to work on one; 2) working professionals who are seeking to start a new venture or create new value within an existing organization; or 3) professionals who support and provide services to entrepreneurs and seek to better understand the process of entrepreneurship and the needs of entrepreneurs.

The PhD in International Management & Organization is a challenging and stimulating program designed to develop an individual's competence in research as well as in teaching to prepare candidates for a productive academic career. The program places an emphasis on international business; it offers opportunities for international fellowships and pragmatic internships to apply and observe concepts of study. Candidates are trained in management theory and methodology to create insights that are publishable in the world's top academic management journals.

Gill Graduate School faculty are recognized worldwide for their research and teaching excellence.

Additional information can be found at <www.uvic.ca/gustavson/gill>.

Contact Information

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MBA Fax Number: 250-472-4439

MBA Email: mba@uvic.ca

MBA Website: <www.uvic.ca/gustavson/gill/mba>

MGB Phone: 250-853-3746

MGB Fax Number: 250-472-4439

MGB Email: gillasst@uvic.ca

MGB Website: <www.uvic.ca/gustavson/gill/mgb>

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MBA Graduate Secretary: Catrina Jones

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PhD Program Manager: Wendy Mah

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Faculty Members and Areas of Research

Saul Klein, PhD (University of Toronto)

International business, marketing

Jen Baggs, PhD (University of British Columbia)

International business, finance

Mary Yoko Brannen, PhD (University of Massachusetts)

International business

Graham Brown, PhD (University of British Columbia)

Entrepreneurship

Raveendra Chittoor, PhD (Indian Institute of Management)

Strategic management

Mark Colgate, PhD (University of Ulster)

Marketing, service management

Vivien Corwin, PhD (University of British Columbia)

Service management, organizational behaviour, human resources management

Rick Cotton, PhD (Boston College)

Organization Studies

Uzay Damali, PhD (Clemson University)

Service operations management

Wade Danis, PhD (Indiana University)

International business, strategy

Angela Downey, PhD (University of Western Ontario), CMA (Certified Management Accountant)

Accounting, health promotion

David Dunne, PhD (University of Toronto)

Marketing

A. R. Elangovan, PhD (University of Toronto)

Organizational behavior

Sara Elias, PhD (University of Missouri)

Entrepreneurship

Stacey Fitzsimmons, PhD (Simon Fraser University)

International Business

Carmen Galang, PhD (University of Illinois)

Human resource management, international business

Dale Ganley, PhD (University of California)

Information technology

Huachao Gao, PhD (University of Texas)

International marketing

Christopher Graham, MBA (University of Western Ontario), CGA (Certified General Accountant)

Accounting, finance

Rebecca Grant, PhD (University of Western Ontario)

Information systems management, e-commerce

Adel Guitouni, PhD (Laval University)

Management science

Ralph Huenemann, PhD (Harvard University)

International business, Asian business development, China, international trade

Margaret Klatt, MBA (Wilfrid Laurier University), CMA (Certified Management Accountant)

Accounting, finance

John Kyle, PhD (University of South Hampton)

Leadership, organizational behavior

Brian Leacock, MBA (University of Victoria)

Organizational behavior, cross-cultural management

Zhi Lu, PhD (Pennsylvania State University)

Marketing

Brent Mainprize, PhD (Swinburne University of Technology)

Entrepreneurship, finance

Basma Majerbi, PhD (McGill University)

International business, international finance

Mia Maki, MBA (University of Victoria), CMA (Certified Management Accountant)

Entrepreneurship, finance, accounting

David McCutcheon, PhD (University of Western Ontario)

Operations management

Matthew Murphy, PhD (Ramon Llull University)

Business strategy, sustainability

Sudhir Nair, PhD (University of Massachusetts)

International business, strategy

Sanghoon Nam, PhD (University of Oregon)

Organizational behaviour, international business

Ignace Ng, PhD (Simon Fraser University)

Human resource management, international business

Heather Ranson, MBA (University of Guelph)

Service management, marketing

Sorin Rizeanu, PhD (University of South Carolina)

International finance, international business

Yan Shen, PhD (Boston University)

International business, cross-cultural management

Linda Shi, PhD (University of Michigan)

Marketing, international business

J. Brock Smith, PhD (University of Western Ontario)

Marketing, entrepreneurship, small business management

Stuart Snaith, PhD (University of Essex)

International finance

Roy Suddaby, PhD (University of Alberta)

Organizational theory, strategy

Stephen S. Tax, PhD (Arizona State University)

Service management

Ken Thornicroft, PhD (Case Western Reserve University)

Employment law

Liana Victorino, PhD (University of Utah)

Service operations management

Monika Winn, PhD (University of California)

Sustainability, business strategy

Richard Wolfe, PhD (University of Michigan)

Business strategy, sport management

Hao Zhang, PhD (Concordia University)

International finance, investments

Jie Zhang, DBA (Boston University)

Operations management, information technology

Degrees and Specializations Offered

The Sardul S. Gill Graduate School of Business offers graduate programs leading to the degrees of Master of Business Administration (MBA), Master of Global Business (MGB) and Doctor of Philosophy (PhD) in International Management & Organization. Each graduate program offers a unique learning environment for success.

MBA Degree

The Gill Graduate School of Business offers MBA Daytime, Weekend, International Executive programs of study, plus a Modular Option by special arrangement. 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 underpinned by an in-depth understanding of international business and sustainability.

MGB Degree

The Master of Global Business Program has been designed as a rigorous program combining the fundamentals of International business and the experience of learning, living and working in the global environment. Learning outcomes have been carefully determined and by program finish, students are expected to possess: a "global mindset" that facilitates decision making and increases effectiveness in leading change in international contexts; an ability to deal with the challenges of international business; an understanding of the comparative socio-economic environments of North America, Asia, South America, Europe, and the Middle East and North Africa (MENA) region; a high level of cultural awareness and empathy; and foreign language proficiency.

Graduate Certificate and Diploma

The Graduate Certificate in Entrepreneurship (GCE) program focuses on the key theories, concepts, thinking and behaviours needed to be a successful entrepreneur. Delivered at the University of Victoria, the 6.0 credit certificate will help students work through the entrepreneurial process from idea generation to start-up planning. On completion of the certificate, learners will have written a viable business plan, will possess a better understanding of their own willingness to venture and will master key skills needed to be successful in their venture.

The Graduate Diploma in Entrepreneurship (GDE) builds on this classroom learning by providing an additional 3.0 unit directed entrepreneurial practicum and expertise development seminar, where learners implement their business concept (or help grow an existing organization) and develop venture specific expertise via directed study. On completion of the diploma, learners will have gained experience, additional skills and knowledge needed to be successful in their venture.

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 Sardul S. Gill Graduate School is located in the Business and Economics (BEC) Building which is the hub of the Gustavson School of 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. MGB students will

have dedicated study space available to them during their time on campus at UVic. 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 Gill Graduate School of Business.

MBA Scholarships are awarded to selected incoming students based on work experience and prior academic performance. The awards range from C$1,000 to C$9,000.

MGB Scholarships will be made available to incoming students also based on their prior academic performance. The awards range from C$5,000 to C$10,000.

For PhD students, entrance scholarships are available from the Gill Graduate School 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 graduate students as research, teaching and marking assistants. Students can apply for these positions once they are admitted to their program. PhD students should coordinate with the PhD Program Office.

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.sshrc.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 <www.uvic.ca/registrar/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/Citizenship Awards, Best Consulting Paper, Specialization awards and Highest Foundation GPA Award.

Dean's Honour Roll Criteria

MBA and MGB 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 Weekend MBA Programs

Applications are welcome from any person who has received a baccalaureate degree from a recognized Canadian university, or foreign equivalent, with an academic standing acceptable to the Gill Graduate School of Business and the Faculty of Graduate Studies (See "Admission to Regular Master's Degree Programs", page 31). The program does not require any academic background in business or economics. Work experience in any professional or managerial capacity is considered a major asset. Normally, successful applicants to the Daytime MBA program will have three or more years' full-time professional work experience following their undergraduate degree and those to the Weekend MBA program will have six or more years' full-time professional work experience following their undergraduate degree, with two or more years in a managerial role. Applicants must also submit a valid Graduate Management Admission Test (GMAT) score, two letters of reference, a current résumé and additional documentation outlined on the admissions website. In situations where an applicant is unable to provide a GMAT score, a valid Graduate Record Examinations (GRE) score will be accepted in its place. Under exceptional circumstances, requests for GMAT/GRE waivers for admission to the Weekend MBA program may be considered at the discretion of the MBA Program and only if the applicant can provide sufficient other evidence of academic ability. Applicants are advised that enrolment in this program is limited and admission is competitive.

Modular MBA Option

The program may be offered in a modular format for delivery to cohorts by special arrangement through an educational services contract. The program may be composed of different courses to provide the appropriate content emphasis. For applicants under such a modular option only, the same admission requirements as the Daytime and Evening programs apply but the GMAT score requirement may be waived.

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 and MGB Application Deadlines

The deadline for submitting an application is May 31 for both Daytime and Weekend MBA and May 31 for the MGB September entry point, and September 30 for the MGB January entry point. Applications after that date will be considered subject to program space. International applicants are encouraged to have their

application completed at least on month earlier than the above dates in order to obtain the necessary visas.

GCE and GDE Programs

Applicants for the Graduate Certificate and Diploma in Entrepreneurship must satisfy all regular admission requirements of the Faculty of Graduate Studies. Students must have an undergraduate degree or equivalent. Applications will be adjudicated by the Gill Graduate School Entrepreneurship Certificate/Diploma Admission Team and entry will be based on:

- Undergraduate degree or graduate degree transcripts,

- A resumé, and

- A letter of application describing how the student expects to benefit from and contribute to this specialized entrepreneurship training.

As an option, a student who completes the Certificate or Diploma could apply the courses toward completing the Gill Graduate School MBA program (the student will need to meet the MBA admission requirements). In this laddering option, a student would complete the core MBA courses and other required elements of the MBA program. Six units of certificate courses and nine units of diploma courses would then be applied as electives towards the completion of the MBA program (maximum of 6 units). This arrangement will be decided by the MBA program on a case-by-case basis.

Deadlines

Applications are accepted on a continual basis, but must be submitted two months prior to program start (Feb 28th for May-July programs).

PhD Program

PhD students are admitted every other 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 Gill Graduate School. Please visit the website at <www.uvic.ca/gustavson/gill/ phd> for more details. Admission questions and inquiries can be directed to the PhD Program Office at busiphd@uvic.ca.

PhD Application Deadlines

Please apply to the PhD program and submit all documents by January 30 to be considered for University of Victoria Graduate Fellowships.

PROGRAM REQUIREMENTS

Daytime MBA Program

The Daytime MBA Program consists of 30 units and may include one or two Coop work terms. Students entering the program with less than three years of full-time, professional work experience are required to complete one four-month Co-op work term.

The Daytime program is generally completed in 17 to 21 months. Students, with the exception of those in double degree streams or on international academic exchange, participate in an international project. The project takes place in another country or countries over a two-week period. There are additional fees associated with the project and with other travel required as part of the program. Please see <www.uvic.ca/gustavson/gill/mba/ tuition> for additional information.

The regular degree program consists of 30 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.

Foundation Courses

MBA 510	(1.5)	Marketing Management
MBA 515	(1.0)	Applied Managerial Economics
MBA 520	(1.5)	Financial and Managerial Accounting
MBA 530	(1.5)	Managerial Finance
MBA 535	(1.5)	Operations Management
MBA 540	(1.0)	Applied Data Analysis and 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

Context Courses

MBA 514	(1.0)	Business and Sustainability
MBA 570	(1.0)	International Business Environment I
MBA 576	(1.0)	International Business Environment II
Specialization	(4.5)	Choice of Service Management or Entrepreneurship (see additional information below)

Integration Courses

MBA 500	(3.0)	Essentials of Business and Leadership (EBL)
MBA 501	(0)	Applied Projects
MBA 502	(0)	Personal and Professional Development

MBA 546 (1.0)	Innovation and Design
MBA 552 (1.0)	Collaboration in Organizations
MBA 585 (0.5)	Consulting Methods I
MBA 586 (0.5)	Consulting Methods II
MBA 596 or 598 (3.0)	Integrative Project or Research Project (See additional information below)

Specializations and Electives

Students choose one of two specializations, either Service Management or Entrepreneurship. Each specialization consists of three co-requisite courses taken during the same academic term. In exceptional cases, or for students participating in an international academic exchange, 4.5 units of graduate level electives may be selected, or a combination of 300̸ or 400̸ level undergraduate electives (to a maximum or 3.0 units of 300̸ or 400̸ level electives) with permission from the MBA Program Director prior to enrolling in these courses.

Specialization courses and electives are offered subject to enrolment and the availability of faculty.

Service Management

MBA 511 (1.5)	Customer Experience Management
MBA 512 (1.5)	Quality Management and Service Operations
MBA 513 (1.5)	Issues in Service Technology and HR Management

Entrepreneurship

MBA 561 (1.5)	Entrepreneurial Planning and Finance
MBA 562 (1.5)	New Venture Marketing
MBA 563 (1.5)	Entrepreneurial Strategy

Electives

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

Major Project Requirement

Students choose one of two project options: Integrative Project or Research Project. Students choosing to do the Research Project will be required to take an appropriate Research Methods course of 1.5 units. Students should consult with their academic supervisor to identify a suitable course.

MBA 596 (3.0)	Integrative Project
MBA 598 (3.0)	Research Project

Weekend MBA Program

The Weekend MBA Program consists of 22 units.

The Weekend program is generally completed in 24 months. All students participate in an international project. The project takes place in another country or countries over a one-week period. There are additional fees associated with the project and with other travel required as part of the program. Please see <www.uvic.ca/gustavson/gill/mba/tuition> for additional information.

The regular degree program consists of 22 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21.0 units.

Foundation Courses

MBA 510 (1.0)	Marketing Management
MBA 515 (0.5)	Applied Managerial Economics
MBA 520 (1.0)	Financial and Managerial Accounting
MBA 530 (1.0)	Managerial Finance
MBA 535 (1.0)	Operations Management
MBA 540 (1.0)	Applied Data Analysis and Decision Analysis
MBA 544 (1.0)	Information Technology in the Organization
MBA 550 (1.0)	Strategic Analysis and Action
MBA 553 (1.0)	Managing People and Organizations I
MBA 555 (1.0)	Managing People and Organizations II
MBA 560 (0.5)	Managing Legal Risks

Context Courses

MBA 514 (1.0)	Business and Sustainability
MBA 570 (0.5)	International Business Environment I
MBA 576 (0.5)	International Business Environment II
Electives (2.0)	See additional information below

Integration Courses

MBA 500 (2.0)	Essentials of Business and Leadership (EBL)
MBA 501 (0)	Applied Projects
MBA 502 (0)	Personal and Professional Development
MBA 546 (1.0)	Innovation and Design
MBA 552 (1.0)	Collaboration in Organizations
MBA 585 (0.5)	Consulting Methods I
MBA 586 (0.5)	Consulting Methods II
MBA 596 or 598 (3.0)	Integrative Project or Research Project (See additional information below)

Electives

Students have an elective requirement of 2 units of coursework. Students can choose to do the two courses offered as an elective bundle within the program: Managing in the Service Economy and Entrepreneurship. Alternately, students may elect to take 2 units of graduate level electives offered through other departments or a combination of 300- or 400- level undergraduate electives (to a maximum of 1.5 units of 300- or 400- level electives) with permission from the MBA Program Director prior to enrolling in these courses.

Electives are offered subject to enrolment and the availability of faculty.

Electives

MBA 509 (1.0)   Managing in the Service Economy

MBA 564 (1.0)   Entrepreneurship

MBA 590
(1.0-3.0)   Directed Study

MBA 595
(0.5-5.0)   Special Topics in Business Administration

Major Project Requirement

Students choose one of two project options: Integrative Project or Research Project. Students choosing to do the Research Project will be required to take an appropriate Research Methods course of 1.5 units. Students should consult with their academic supervisor to identify a suitable course.

MBA 596 (3.0)   Integrative Project

MBA 598 (3.0)   Research Project

Performance Requirement

All MBA students are subject to the performance standards set by the Faculty of Graduate Studies. (See "Academic Performance", page 50.)

MBA+JD Double Degree Program Requirements

A limited number of students (up to a maximum of five) who are accepted in both the Gill Graduate School of Business Daytime MBA program and the Faculty of Law JD program may take both degrees concurrently with modified requirements for each. The double degree may be completed in four years instead of the usual five years required to obtain both degrees separately. The MBA program for double degree students consists of 24 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. 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:

Course Requirement

Students complete all MBA coursework excluding the Specialization and MBA 560. Students will also normally be waived from MBA 576 and the international project component of MBA 501.

Project Requirement

Students choose one of two project options: Research Project or Integrative Project. Students choosing to do the Research Project will be required to take an appropriate Research Methods course of 1.5 units. Students should consult with their academic supervisor to identify a suitable course. The project is normally completed in Year Three or Four of the double degree.

MBA 596 (3.0)   Integrative Project

MBA 598 (3.0)   Research Project

Students requiring a mandatory Co-op, will normally complete their work term in Year Three or Four of the double degree.

Further information on the program may be obtained from either the Gill Graduate School or the Faculty of Law.

Students enrolled in the JD+MBA double degree program must submit two formal applications for graduation when registering in their final Summer or Winter session. Graduation application forms are available on "My Page". Application deadlines are July 15 for the October graduation (November convocation) and December 15 for the May graduation (June convocation).

Program Length

Minimum four years.

MBA+MEng Double-Degree Program

A limited number of students (up to a maximum of five) who are accepted in both the Daytime MBA program and the Masters of Engineering (project-based option) program in either of the Departments of Mechanical or Electrical and Computer Engineering may take both degrees concurrently with modified requirements for each. Both degrees may be completed within 25 months. The MBA program for double degree students consists of 24.5 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21 units.

Double-degree students complete all MBA course work excluding the Specialization in the first three terms of their program. Students will also normally be waived from MBA 576 and the international project component of MBA 501. Normally, students will then transfer to the Faculty of Engineering to complete MEng course work and Graduate Seminar requirements. The major project requirement for both programs will be satisfied with the successful completion of a single project, MBME 598, jointly supervised by the Faculty of Business and either the Department of Mechanical or Electrical and Computer Engineering. Completion of all required Engineering course work will also be credited as fulfillment of the MBA specialization module requirements.

Students entering with less than three years of full-time work experience will complete a Co-op work term as a requirement of the MBA program.

MBA+MSc in Computer Science Double-Degree Program

A limited number of students (up to a maximum of five) who are accepted in both the Daytime MBA program and the Master's of Science (project-based option) program in the Department of Computer Science may take both degrees concurrently with modified requirements for each. Both degrees may be completed within 29 months. The MBA program for double degree students consists of 24.5 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21 units.

Double-degree students complete all MBA course work excluding the Specialization in the first three terms of their program. Students will also normally be waived from MBA 576 and the

international project component of MBA 501. Normally, students will then transfer to the Department of Computer Science to complete MSc course work requirements, consisting of CSC 595 and 7.5 units of other courses. The major project requirement for both programs will be satisfied with the successful completion of a single project, MBMS 598, jointly supervised by the Faculty of Business and the Department of Computer Science. Completion of all required Computer Science course work will also be credited as fulfillment of the MBA specialization module requirements.

Students entering with less than three years of full-time work experience will complete a Co-op work term as a requirement of the MBA program.

EDHEC Options

EDHEC is one of the world's top-ranked business schools. Located in France, it has two main campuses in Lille and Nice that offer, among other programs, a wide array of specialized Masters programs in Business and Finance. For more information about EDHEC, visit www.edhec.edu.

Double Degree Option – EDHEC MSc + UVic MBA

A limited number of Daytime MBA students nominated by the Gill Graduate School of Business who meet normal admission requirements for an EDHEC Master of Science program and who have successfully completed all MBA course work, excluding Specialization and MBA 576, and may apply to complete their MBAs through one of the following EDHEC degree programs:

Business MSc Programs (Lille campus):

• MSc in Entrepreneurship and Innovation Management

• MSc in Global Business

• MSc in Creative Business

• MSc in Marketing Management

• MSc in Management Studies

• MSc in Strategy and Organizational Consultancy

Finance MSc Programs (Nice campus):

• MSc in International Accounting and Finance

• MSc in Corporate Finance and Banking

• MSc in Finance

• MSc in Financial Markets

• MSc in Risk and Finance

Upon successful completion of EDHEC MSc academic requirements (75 ECTS), a student will be awarded the EDHEC degree. UVic students who transfer 4.5 units of appropriate coursework completed within the EDHEC MSc program will also satisfy requirements for the MBA program's Specialization and MBA 598, qualifying the students for the UVic MBA. Students will be granted their degrees from each institution independently upon successfully completing the requirements for the particular degree program.

Coursework must be completed within five years of starting the first degree.

Double Degree Option – EDHEC Master of International Management (MIM) + UVic Master of Global Business (MGB)

Qualified EDHEC Master of International Management students who have completed their MIM Level 1 requirements may apply to the Gill Graduate School's MGB program. Credits earned in completing the MGB program can be transferred to EDHEC to satisfy the remaining MIM requirements, allowing students to earn both degrees within two years. Students will be granted their degrees from each institution independently upon successfully completing the requirements for the particular degree program.

Applicants must submit a formal application form after successful completion of the Master of Management (MIM) Level 1 at EDHEC with an overall GPA of 13 out of 20 on the EDHEC scale. Coursework must be completed within five years of starting the first degree.

For program details and more information about fees, the application process, and application deadlines for the EDHEC options, please contact the Gill Graduate School Program office.

MGB Program

The MGB Program consists of four modules including an international research and consulting project and a global internship. The program is normally completed in 12 months. The regular degree program consists of 17.5 units plus 3.0 units of required introductory language training.

Coursework

MGB students are required to take 20.5 units of coursework, as listed below.

a)   Global Business Fundamentals Module (4.0 units)

MGB 510 (1.0)	The North American Business Context
MGB 512 (1.0)	International Financial Management
MGB 516 (1.0)	International Marketing and Global Strategy
MGB 519 (1.0)	International Logistics and Supply Chain Management

b)   Global Business Opportunities Module (4.5 units)

MGB 525 (1.5)	Developing Business in International Entrepreneurial Environments

Two* of (for a total of 3 units):

MGB 520 (1.5)	Industry Analysis and the Asian Business Context
MGB 530 (1.5)	The European Business Context
MGB 540 (1.5)	The South American Business Context
MGB 550 (1.5)	The Middle East and North Africa (MENA) Business Context

c)   Global Business In Action Module (4.0 units)

MGB 535 (1.0)	Consulting Methods and Practice

MGB 536 (3.0)   International Research and Consulting Project

d)   Global Business Experience Module (1.5 units)

MGB 537 (1.5)   Global Internship

Additional courses, running throughout the program:

MGB 570 (2.0)   Global Leadership and Cultural Intelligence
MGB 583 (1.5)   Language, Communication and Global Business
MGB 180 (1.0)   Language Skills I
MGB 181 (1.0)   Language Skills II
MGB 182 (1.0)   Language Skills III

* Students will take two of MGB 520, 530 and 540 according to the track they are assigned to by the MGB Program Director.

Residency

Normally, for the September and January entry points of the program, students will take the Global Business Fundamentals at UVic, (from September to November for the September entry point of the program, and from January to March for the January entry point). The other two taught modules (Global Business Opportunities and Global Business in Action) will involve overseas partner institutions in Asia, Europe and South America, and the MENA Region. The modules will be delivered by Gill Graduate School Business faculty or under the direction of UVic faculty and as approved by Faculty of Graduate Studies.

Program Length

Students will normally be expected to complete the program within one year (with a brief orientation prior to the first module).

GCE and GDE Program Requirements

Graduate Certificate in Entrepreneurship

All students are required to complete the following four 1.5 unit courses:

ENTC 510 (1.5)   Entrepreneurship Searching and Screening
ENTC 520 (1.5)   Entrepreneurship Planning and Financing
ENTC 530 (1.5)   Entrepreneurship Set-up and Launch
ENTC 540 (1.5)   Entrepreneurship Growth and Context
                  Expertise

Graduate Diploma in Entrepreneurship

All students are required to complete all four 1.5 unit courses for the Graduate Certificate in Entrepreneurship plus ENTD 590 (3.0) Entrepreneurship Practicum and Directed Studies

PhD Program

The regular PhD program consists of 34.5 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 (19.5 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 19.5 units of coursework in research methods and foundation courses during their first two years in the program.

a)   Theoretical and Empirical Foundation topics (15 units)
  •   BUS 601 – Research Foundations (1.5 units)
  •   BUS 603 – Strategy (1.5 units)
  •   BUS 604 – Business and Sustainability (1.5 units)
  •   BUS 605 – Comparative HR Management (1.5 units)
  •   BUS 606 – Micro Organizational Behaviour (1.5 units)
  •   BUS 607 – Macro Organizational Theory (1.5 units)
  •   BUS 655 – Global Management & Society I (1.5 units)
  •   BUS 656 – Global Management & Society II (1.5 units)
  •   BUS 670 – Academic Career Development (3.0 units)

b)   Research Theory and Methods (4.5 units)
  •   BUS 640 – Research Methods Fundamentals (1.5 units)
  •   BUS 641 – Mixed Methods Research Design (1.5 units)
  •   One other course (1.5 units) 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 Gill Graduate School of Business will evaluate the courses on a case-by-case basis to determine if some course requirements may 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 Examination Committee, appointed by the PhD Program Director.

3. Dissertation Proposal and Presentation

Students will normally be expected to develop a dissertation proposal within six months of passing candidacy exams, and must defend the dissertation proposal within three years of

entering the program. 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 Gill Graduate School of Business) to form a Dissertation Proposal Committee who will assess the oral and written presentation of the dissertation 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 Gill Graduate School 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 according to policies as determined by the Faculty of Graduate Studies. 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 PhD candidates have direct exposure to international research issues as well as to enhance their international academic networks. An International Research Exchange is optional. 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 Advisory Group 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., ED-D 600). 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 Advisory Group and the candidate's supervisor.

8. Other requirements

These will be determined by the PhD Advisory Group 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.

Research Seminars

Students are expected to attend BUS 670 Research Seminars as scheduled.

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 Exchange and industry practicum experiences. The program operates year round.

CO-OPERATIVE EDUCATION

The University regulations with respect to Co-operative Education Programs and specifically the "General Regulations: Graduate Co-op" (page 56) are applicable to the Sardul S. Gill Graduate School of Business Co-op Program except to the extent that they are modified by regulations adopted by the School.

Admission to the MBA Business Co-op Program

Students entering the MBA Program with less than three years full-time relevant (or equivalent) of work experience will be required to undertake either one or two Co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first Co-op work term will normally occur after completion of the eight-month Foundation Module (except for MBA 560). 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 Gill Graduate School of Business Co-op program. Where the school's regulations differ from those of the Co-operative Education Program, the school's 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 Gill Graduate School 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 "Student Appeal Procedures" on page 58. 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 "General Regulations", page 63.

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 Gill Graduate School 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 April 15 (unless it 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 August 15 (unless it falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)

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

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

A grade of COM, F/X or N/X 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" on page 58.

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.

MGB Internship General Regulations

The following regulations apply to the MGB 537 Global Internship.

MGB Internships may range from two months to eight months of full-time paid or unpaid work, two months (300 hours) being the minimum. The Internship must be related to the student's learning objectives and career goals. The Internship must be supervised, and the employer willing to conduct a mid-term and final assessment of the student in consultation with a Co-operative Education Coordinator (known hereafter as a Coordinator).

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 Internship placement process.

The Internship Preparation series of sessions, an integral part of MGB 537 – Global Internship, is typically delivered during the first (Victoria) Module of the MGB program and is a mandatory requirement for University of Victoria MGB students.

Students will be provided more information regarding the MGB 537 – Global Internship, its curriculum, and the requirements for completion upon admission to the MGB 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 Gill Graduate School of Business is under no obligation to guarantee placement. Students are only permitted to decline one valid Internship offer; more than that will result in no longer being eligible to access postings in the co-op module of the UVic student job posting system (Learning in Motion). The Coordinator reserves the right to approve or deny internships with any employer, 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" on

page 58. Students may not withdraw from a placement without approval from the Coordinator. Failure to obtain permission will result in the student receiving a grade of F on the internship term.

Students must be officially registered for the Internship by completing the Co-operative Education Work Term Registration for Graduate Studies 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 internship. While on Internship terms, students are subject to the provisions of the Principles of Professional Behaviour and the Standards for Professional Behaviour documents developed for Gill Graduate School Students.

Assessment of Internship Performance

The requirements for a pass grade in MGB 537 include:

1. a satisfactory mid-term assessment by the Coordinator based on discussion with the student and employer

2. the employer's satisfactory final assessment of the student, and

3. the satisfactory completion of a work term report and the student's final competency assessment, as assessed by the Coordinator and submitted by the deadlines specified below:
   • **Summer Work Term Report**: due August 15 (unless August 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day).
   • **Summer/Fall Work Term Report** (for Internships that begin during the Summer term and extend into the Fall term): due December 15 (unless it falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day).
   • **Fall Work Term Report**: (for January-entry students whose Internships begin in the Fall term): due December 15 (unless it falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day).
   • **Fall/Spring Work Term Report** (for January-entry students whose Internships begin during the Fall term and extend into the Spring term): due April 15 (unless it 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 the Coordinator before the submission deadline. Normally, pre-approval may be granted only in the event of illness, accident or family affliction.

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

A grade of INP, COM, N or F will be assigned to students at the completion of the Internship. 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" on page 58.

Students who fail an internship or have not completed an internship by the end of four academic terms may be required to pay a re-registration fee to retain student status while they complete the requirement.

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, disciplined-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.

Chemistry

GENERAL INFORMATION

Contact Information

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Mailing Address:
 University of Victoria, Department of Chemistry
 PO Box 1700 STN CSC
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Graduate Adviser: Dr. Robin G. Hicks
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Phone:.. 250-721-7165
Graduate Secretary: Ms. Sandra Baskett
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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, host-guest systems, gels, photochromism, photophysics.

Alexander G Briggs, PhD (Victoria)

 Chemical education, organic, physical organic chemistry.

Alexandre G. Brolo, PhD (Waterloo)

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

Neil Burford, PhD (Calgary)

 Synthetic, structural and spectroscopic studies of compounds featuring the p-block elements.

Natia Frank, PhD (California, San Diego)

 Organic synthesis and spectroscopy and coordination chemistry relevant to materials chemistry, organic electronics, organic photovoltaics, photochromism, photomagnetism, and spintronics.

Thomas M. Fyles, PhD (York)

 Supramolecular chemistry, bilayer membrane transport, synthetic lipids and amphiphiles, sensors.

David A. Harrington, PhD (Auckland)

 Electrochemistry: Electrocatalysis, adsorption and surface reactions, microfluidics, materials science, fuel cells.

Robin G. Hicks, PhD (Guelph)

 Synthetic main group, organic and coordination chemistry; ligand design; electronic structure, reactivity, and coordination complexes of stable radicals; redox-active ligands; organic pi conjugated materials.

Fraser Hof, PhD (Alberta)

 Supramolecular and medicinal chemistry. Organic synthesis and study of small molecules that inhibit protein targets relevant to cancer and epigenetics; basic studies of biomolecular recognition; bioanalytical chemistry; peptide and protein chemistry.

Dennis K. Hore, PhD (Queens)

Optical properties of materials, biophysical chemistry, structural changes accompanying adsorption of biomolecules onto solid surfaces, electronic and vibrational spectroscopy, molecular simulations.

Robert Lipson, PhD (Toronto)

Technique development and applications for MALDI mass spectrometry; laser spectroscopy of small polyatomics; and optical lithography for photonics.

J. Scott McIndoe, PhD (Waikato)

Organometallic chemistry, catalysis, reaction mechanisms, electrospray ionization mass spectrometry, real-time analysis, catalyst discovery and synthesis, ligand design.

Matthew Moffitt, PhD (McGill)

Polymer materials: anionic polymerization, block copolymers, self-assembly, polymer/ nanoparticle assemblies, microfluidics, polymer blends, Langmuir-Blodgett films, drug delivery, photonics.

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)

Catalyst design and mechanism, transition metal, silicon & phosphorus chemistry, E-H activation, new inorganic polymers.

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

Photonic and magnetic nanomaterials, cancer diagnosis and treatment, MRI contrast agents, biolables, lanthanide ions, quantum structures, 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 biological evaluation of complex molecules with potential medicinal properties.

Degrees and Specializations Offered

The department offers programs of study leading to thesis-based degrees of Master of Science (MSc) and Doctor of Philosophy (PhD). Research opportunities in nearly all modern areas of chemistry are available. Specialist expertise is recognized and developed, together with attitudes and skills essential for multi-disciplinary research. Consult the list of faculty members and their research, or visit the Department website for more information.

Facilities

The department is exceptionally well equipped. Departmental facilities exist for laser, mass spectrometry, and NMR systems, each having a variety of instrumentation capable of covering traditional through ground-breaking techniques. In addition, there is a wide range of specialized research instrumentation belonging to our researchers and a large inventory of common instrumentation in our undergraduate laboratories, all of which is available for research use with the appropriate permissions. All equipment – in departmental facilities; in research labs; and in teaching labs – is supported by our skilled team of technical staff. Chemistry researchers also have access to instrumental facilities run by several scientific Research Centres on campus.

Financial Support

The department offers a minimum annual stipend for qualified graduate students. This stipend is normally comprised of support from the supervisor (in the form of research assistantships) and the University (teaching assistantships.) Many awards that provide additional funds are also available to exceptional entering and continuing students. Please consult the Graduate Adviser or Graduate Secretary 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: <chemgsec@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 may be required to submit Graduate Record Examination (GRE) General test scores; see the Department's website for details.

Some international applicants may be exempt from the English language test requirement. international applicants should review the international applicant (language proficiency) area of the graduate admissions web site. Students admitted to Chemistry may still be required to complete additional English language courses in addition to their other course work.

Admission to the MSc Program

1. Normally, students with a BSc 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.

2. Applicants who already hold a Master's degree in chemistry must have their application reviewed by the Department of Chemistry and the Faculty of Graduate Studies before being considered for the MSc program. Normally, applicants already holding an MSc in chemistry will only be considered for admission to the PhD 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 normally be expected to complete an MSc degree.

3. Applicants who already hold a PhD in chemistry must have their application reviewed by the Department of Chemistry and the Faculty of Graduate Studies before being considered for the PhD program. Normally applicants already holding a PhD in chemistry will not be considered for the PhD program.

Application Deadlines

Students are admitted to the MSc and PhD programs in September, January, and April. The application deadlines for all programs are listed below:

Entry point	Deadline for Domestic students	Deadline for International students
September	June 15	May 1
January	October 15	September 1
May	February 15	January 1

PROGRAM REQUIREMENTS

Thesis-based Master's

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:

Summary of Course Requirements

Seminar (CHEM 509)[1] 1

Discussion (CHEM 670 or 680)[2] 3

Graduate lecture courses[3] 3

Thesis (CHEM 599)[1] 12

Total 19

1. *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..*

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

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

Research

As part of the admissions process, graduate students will be matched with a research supervisor by mutual agreement prior to the beginning of their studies. The program must be mutually agreed upon between the professor offering a placement and the student accepting that placement.

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 two or three chemistry department members including the supervisor.

Assessment of Progress

The research progress of all graduate students is reviewed every term by their supervisor. In the event that the student's progress is deemed unsatisfactory, a meeting with the student's supervisory committee will be held at which the reasons for the unsatisfactory rating will be discussed. The expectation document for the next term should be written in consultation with the committee and should directly address the issues which were unsatisfactory in the previous term.

Transfer from MSc to PhD

Graduate students in a Master's program who wish to transfer from the MSc to PhD program should first reach mutual agreement 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 normally be expected to complete a Master's degree.

A student planning to proceed to transfer should prepare for distribution to the Supervisory Committee a Transfer Report. This document should include an introduction to the student's field of

research, discussion of what has been achieved thus far, and a summary of future directions and goals. The report should be approximately 1,500-2,000 words in length (excluding references). The report is due to the supervisory committee two weeks prior to a scheduled Supervisory Committee meeting.

At the Supervisory Committee meeting, the student will make an oral presentation (15-20 minutes) on their Transfer Report. The Supervisory Committee will question the student (20-30 minutes) to ensure the student reasonably understands what is to be done in the program. The Supervisory Committee will then discuss the student's academic (coursework) and research progress and immediately reach a decision regarding transfer.

If the Supervisory Committee decides in favour of transfer, it will advise the Graduate Adviser who will recommend to the Faculty of Graduate Studies that the transfer take place. The student and supervisor must submit an "Application to Re-register" form to the Faculty of Graduate Studies. The transfer takes effect from the start of the next academic term.

Program Length

Normally, completion of an MSc degree in chemistry requires 24 to 30 months.

PhD Program

Course Requirements

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

Students Entering Directly from a BSc Degree Program

Summary of Course Requirements	
Seminar (CHEM 509)[1]	1.0
Discussion (CHEM 670 or 680)[2]	3.0
Graduate lecture courses[3]	4.5
Graduate lecture or discussion course[4]	1.5
Candidacy (CHEM 693)	3.0
Dissertation (CHEM 699)[1]	33.0
Total	**46.0**

1. *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.*

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

3. *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.*

4. *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.*

Students Entering the Program with an MSc

Candidates for the PhD degree entering the program with an 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)[1]	1.0
Discussion (CHEM 670 or 680)[2]	3.0
Graduate lecture courses[3]	3.0
Candidacy (CHEM 693)	3.0
Dissertation (CHEM 699)[1]	36.0
Total	**46.0**

1. *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.*

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

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

Research

As in the case of MSc students, direct entry PhD students may start a program of research immediately upon arrival at the University. Graduate students will be matched with a research supervisor by mutual agreement prior to the beginning of their studies, equivalently to the process for entering MSc students. 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 three or 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, an additional committee member must be added by the research supervisor as soon after transfer as practical.

Assessment of Progress

The progress of PhD students is reviewed every term, as described above for MSc students.

Candidacy

Before being admitted to candidacy, all PhD students must pass a candidacy examination in their major field as outlined in "Doctoral Candidacy Examinations" on page 23. Chemistry department regulations stipulate that a student must pass a candidacy exam within two years of registration as a provisional doctoral student. Students who transfer from a Master's program will be expected to pass the candidacy exam within 16 months from transfer. CHEM 693 is a co-requisite for CHEM 699. All registrations in CHEM 699 must be accompanied by registration in CHEM 693 until CHEM 693 is passed; students must be registered in CHEM 693 continuously until it is passed or they leave the program. A grade A grade of INP will be assigned for CHEM 693 until the examination is completed.

The PhD examination in Chemistry includes a candidacy report and an oral examination on subject areas relevant to the student's research. The written report is a proposal based on the students own research which should include (i) pertinent background & literature survey, (ii) a summary of recent results and (iii) future directions and goals of the research, including methodology, outcomes, possible pitfalls, and impact of the work. The proposal should be approximately 4,000-5,000 words (excluding references), and contain figures and references as appropriate. Details on the report structure can be obtained from the Department Web Site (www.uvic.ca/science/chemistry/graduate/ index.php). The proposal should be distributed to the supervisory committee 2 weeks prior to the scheduled exam date.

Approximately 5 weeks prior to the candidacy exam date, the supervisor will provide a memo to the student (copy to the supervisory committee, departmental graduate secretary and the Graduate Studies Committee representative) outlining 3-4 topics broadly related to the students research on which the student will be questioned at the exam.

A member of the department Graduate Studies Committee will chair the candidacy examination; the chair of the exam shall not be a member of the supervisory committee. The student will first give a short (15 minute) oral presentation on the candidacy report. The student will then be questioned by the Supervisory Committee on the topic of the report and the agreed upon question areas. Candidacy exams should normally take approximately two hours. The exam chair will report the result of the examination to the Faculty of Graduate Studies. If the supervisory committee decides that the student has passed the candidacy exam, the exam chair will recommend to the Faculty of Graduate Studies that the exam was successfully completed. Revisions to the written report may be required as a condition of passing the exam; details of the revisions and a timeline for their completion will be communicated to the student. The In the event of failure, the student will be given one opportunity to repeat the examination; a memo to the student will articulate the nature of the deficiencies and set a timeline for repeating the

exam. A second failure would result in the student being required to withdraw from the university or, if sufficient progress has been achieved, to complete a MSc thesis.

Program Length

Normally, completion of a PhD degree in chemistry requires 48 to 60 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 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 "General Regulations: Graduate Co-op", page 56.

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.uvic.ca/hsd/cyc>

Contact Information

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Director: Jennifer White

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Graduate Adviser: Marie Hoskins

Email: mhoskins@uvic.ca

Phone:..250-721-7982

Graduate Program Assistant: Sandra Curran

Email: scurran@uvic.ca

Phone:..250-472-4857

Faculty Members and Areas of Research

James P. Anglin, PhD (Leicester)

Assessment of education and training needs in human services, parent education and parent support, qualitative research approaches, grounded theory, international child and youth care, residential child and youth care, quality assurance in child and family services, child advocacy and youth in care

Sibylle Artz, PhD (Victoria)

The theory practice relationship in human and social development, the process of reflection in action, at risk children and adolescents, adolescent females' use of violence, youth violence prevention

Jessica Ball, PhD (California, Berkeley)

Cultural ecologies of child development, Indigenous children and families, early childhood care and development, father involvement, community-based research partnerships, early childhood development intercultural partnerships

Sandrina de Finney, PhD (Victoria)

Processes of racialization and youth identities, Aboriginal, ethnic minority and immigrant youth, youth participation in practice and research, community development and community-based practice

Marie Hoskins, PhD (Victoria)

Adolescent girls' development/eating disorders, family counselling, identity issues

Valerie S. Kuehne, PhD (Northwestern)

Intergenerational caregiving, child development and human development through the life course, multidisciplinary practice with children and families

Doug Magnuson, PhD (Minnesota)

Use of influence methods and mandated authority, professional judgment and decision-making, use of solution-focused methods in domestic violence cases

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 education, care and development (ECCD), child community and social development, Indigenous ECCD, ECCD and international development

Daniel Scott, PhD (Victoria)

Children and adolescent spirituality, spiritual development and the lives of early adolescents

Jennifer H. White, EdD (British Columbia)

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

Emeritus Faculty

Gordon Barnes, PhD (York)

Substance use, families and child and youth care

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

Olatunde Adekola, PhD (Surrey)

Early childhood development (ECD), ECD operational research and education

Carol Amaratunga, PhD (Guelph)

Health, women's and family issues

Jophus Anamuah-Mensah, EdD (British Columbia)

Teacher education, world view research, science education and cultural practices

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

Cultural mediation of body image and eating disorders in Fiji, social transition and risk for eating disorders in Fiji, global mental health

Nancy Bell, PhD (Glasgow)

Human rights, with emphasis on child and youth rights, socio-legal research and human rights, social policy analysis, human rights monitoring and implementation, public services redress structures, non-traditional remedies and

institutional responses to human rights violations, institutional ethnography

Jeremy Berland, MSW (British Columbia)

Working with families where neglect is a concern, outcome measurement in child welfare, workload measurement, organizational culture

Natasha Blanchet-Cohen, PhD (Victoria)

Child and youth agency, participation and resiliency, children's rights, community youth development, child youth friendly cities, governance and planning, environmental action and young people, child-centred evaluation

Larry Brendtro, PhD (Michigan)

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

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

Quality of life 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

C. 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, teenagers' perceptions of intimate relationships

Grant Charles, PhD (Victoria)

Child welfare, young carers, community partnerships, field education and supervision

Margaret Dabor, PhD (Sierra Leone)

Curriculum development, training and policy in Africa, focus on early childhood development (ECD), girl-child education

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 play spaces in early childhood programs, the narratives of early childhood

educators, children's play, learning and engagement in the outdoors

Nigel Fisher, PhD (McMaster)

International development, children affected by armed conflict, public policy, fragile states, poverty and insecurity, innovation and development, comparative development of Canada's Aboriginal communities and countries of the global South

Leslie Foster, PhD (Toronto)

Child/youth health and welfare policy development and decision making, youth health and development indicators, mapping health and development indicators, issues related to knowledge transfer for improved decision making

Thom Garfat, PhD (Victoria)

Residential CYC practice, the therapeutic use of daily life events, engagement with families in CYC practice, relational CYC practice, self in CYC, outcomes that matter in working with young people and families, the application of the circle of change

Kiaras Gharabaghi, PhD (Dalhousie)

Life-space intervention, residential care and treatment, education experiences of children and youth in care, social pedagogy models of care, community-based interventions in an international context

Rebecca Gokiert, PhD (Alberta)

Early childhood measurement and evaluation, validity of screening and assessment processes and tools, cross-cultural approaches to screening and assessment, mixed methodologies and community-based research and evaluation

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/men's issues, fathering, Indigenous traditional healing, meditation training for youth health and well-being

Elizabeth Jones, PhD (Southern California)

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

Sylvia Kind, PhD (British Columbia)

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, sexual and gender-based violence, political philosophy, genocide

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

Gord Miller, PhD (Victoria)

Child and youth health promotion, 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, evaluation models and approaches

Wayne Mitic, EdD (State, NY)

Utilization-focused evaluation as it pertains to health promotion programs and services, health promotion planning 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

Michelle Neuman, PhD (Columbia)

International early childhood care and development, child and family policy in comparative perspective, education politics and policy, international education development, program evaluation

Bame Nsamenang, PhD (Ibadan)

Africa's future hope – children and youth

Esther Oduolowu, PhD (Ibadan)

Early childhood development (ECD), education and literacy

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 (Toronto)

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 intervention

Blythe Shepard, PhD (Victoria)

Rural youth, families and children living with Fetal Alcohol Spectrum Disorder, training/supervision of helpers, narrative methodology, child and family responses to natural disasters

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-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

Carol Stuart, PhD (Victoria)

Professional practice standards, evidence based practice, youth resilience and youth at risk, participatory research and qualitative approaches to research

Beth Blue Swadener, PhD (Wisconsin-Madison)

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

Affrica Taylor, PhD (New South Wales)

Geographies of childhood, settler colonial place relations, common worlds childhoods and pedagogies (see webpage: www.commonworlds.net), children's multispecies relations, Indigenous childhoods and ontologies

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 child development, children's needs and responsive programs in crisis and post-crisis nations, educational policy planning and systems development, systems for planning, coordinating, and evaluating national-level integrated early child development systems, early child development training systems, curriculum, and materials development, parent education systems

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, policy and research.

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). 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>.

Facilities

The School of Child and Youth Care houses laboratories designed for professional practice with children, youth and families. The School is affiliated with the Centre for Youth and Society and the Centre for Addictions Research. It operates special educational initiatives, including the Early Childhood Development Virtual University and the Centre for Early Childhood Research and Policy.

Financial Support

The School provides funding to a limited number of students in the form of fellowships, awards, 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/graduatestudies>. 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 and the Canadian Institute for Health Research <www.cihr-irsc.gc.ca/funding>, 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 typically 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 resumé, 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 admits students on an annual basis for September entry, with limited enrolment. The course delivery offers full- or part-time enrolment.

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 professional 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 2017.

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, research and 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 approved in writing by their faculty coordinator. A wide range of child and youth care settings and programs are suitable, and selection should be made in consultation with the faculty coordinator. 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 18 units:

- 13.5 units of core courses and electives

- 4.5 units of thesis

Course Requirements

CYC 541 (1.5)   Historical and Contemporary Theoretical Perspectives in Child and Youth Care

CYC 543 (1.5)   Qualitative Research Methods in Child and Youth Care

CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5 or 3.0)	Practicum in Child and Youth Care
CYC 558 (1.5)	Applied Research Seminar
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 599 (4.5)	Thesis

Program Electives

CYC 547 (1.5)	Professional Leadership in Child and Youth Care
CYC 549 (1.5)	Program Design and Development in Child and Youth Care
CYC 551 (1.5)	Ensuring Quality in Child and Youth Care Programs
CYC 552 (1.5)	Ethics in Practice
CYC 554 (1.5)	Diversity in Practice
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 562 (1.5 or 3.0)	Special Topics in Child and Youth Care Intervention
CYC 563 (1.5)	Specialized Practicum in Child and Youth Care
CYC 564 (1.5 or 3.0)	Special Topics in Child and Youth Care Research
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The minimum number of practicum hours for CYC 553 is 165 for a 1.5 unit course or 300 hours for a 3.0 unit course. It is expected that a mininum of 15 hours will be spent in direct (individual or group) supervision with the field site supervisor.

Thesis

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

The thesis process has two components: 1) the required CYC 558 Applied Research Seminar, that is the first stage of proposal writing and ethics review (1.5 units) and 2) the research process, thesis writing and oral defence (4.5 units).

Oral Examination

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

Program Length

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

Project-based Master's

The program of study consists of a total of 18 units:

- 13.5 units of core courses and electives

- 4.5 units of research project

Course Requirements

CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5)	Practicum in Child and Youth Care
CYC 558 (1.5)	Applied Research Seminar
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 598 (4.5)	Applied Research Project

Program Electives

CYC 547 (1.5)	Professional Leadership in Child and Youth Care
CYC 549 (1.5)	Program Design and Development in Child and Youth Care
CYC 551 (1.5)	Ensuring Quality in Child and Youth Care Programs
CYC 552 (1.5)	Ethics in Practice
CYC 554 (1.5)	Diversity in Practice
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 562 (1.5 or 3.0)	Special Topics in Child and Youth Care Intervention
CYC 563 (1.5 or 3.0)	Specialized Practicum in Child and Youth Care
CYC 564 (1.5 or 3.0)	Special Topics in Child and Youth Care Research
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The minimum 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.

The final project has two components: 1) the required CYC 558 Applied Research Seminar, that is the first stage of proposal writing and ethics review (1.5 units) and 2) the project development, final text and oral defence (4.5 units).

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, 3 units of Candidacy Examinations, and a dissertation normally worth 16.5 units.

Course Requirements

CYC 641 (3.0)	Generating Knowledge in Child and Youth Care
CYC 643 (1.5)	Qualitative Research in Child and Youth Care
CYC 645 (1.5)	Quantitative Research in Child and Youth Care
CYC 671 (1.5)	Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
CYC 693 (3.0)	Candidacy Examinations
CYC 699 (16.5)	Dissertation

Program Electives

CYC 564 (1.5)	Special Topics in Child and Youth Care Research
CYC 568 (1.5)	Program Evaluation and Policy in Child and Youth Care
CYC 569 (1.5)	Human and Organizational Change
CYC 571 (1.5)	Youth Substance Use: Perspectives on Theory, Research and Practice
CYC 580 (1.5)	Child and Youth Care in the Context of International Development
CYC 582 (1.5)	Children's Survival, Health, and Development in Ecocultural Context
CYC 680 (1.5 or 3.0)	Doctoral Seminar in Child and Youth Care
CYC 682A (1.5)	Internship in Child and Youth Care Research
CYC 682B (1.5)	Practice Internship in Child and Youth Care

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. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.

PhD Proposal

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

Dissertation

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

GRADUATE PROGRAMS

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 for 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 a 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 "General Regulations: Graduate Co-op", page 56.

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:

3rd floor, Room A302
School of Public Administration
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University of Victoria
3800 Finnerty Road (Ring Road)
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Graduate Coordinator: Lynne Siemens
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Phone:.. 250-721-8069

Program Manager: Wendy Swan
E-mail: cdadmin@uvic.ca
Phone:.. 250-721-8082

Administrative Assistant: Tara Da Silva
Email: macd@uvic.ca
Phone:.. 250-721-8074

Faculty Members and Areas of Research

Catherine Althaus-Kaefer, PhD (Griffith University), Associate Professor

Political risk calculation, public sector leadership, policy-making processes, religion and politics

Herman Bakvis, PhD (UBC), Professor

Intergovernmental relations, government structure and organization, political parties and interest groups

Emmanuel Brunet-Jailly, PhD (U Western Ontario), Associate Professor

Local government and politics, cross-border regions, comparative urban politics.

J. Barton Cunningham, PhD (Southern California), Professor

Quality of working life, organizational theory, decision making, stress and motivation, human research management.

Lynda Gagné, PhD (UBC), Assistant Professor

Child care policy, children outcomes, social programs, applied econometrics and microeconomics

David Good, PhD (California, Berkeley), Professor

Public sector reform, budgetary and policy-making process; social policy

Budd Hall, PhD (UCLA), Professor

> International community development, community-university engagement, social movements

John Langford, PhD (McGill), Professor Emeritus

> Canadian politics and government, machinery of government, administrative ethics

Evert A. Lindquist, PhD (California, Berkeley), Director of the School of Public Administration and Professor

> Machinery of government and policy-making, policy communities and networks, the role of think tanks

James N. MacGregor, PhD (Victoria), Professor

> Organizational behaviour, human information processing

Richard T. Marcy, PhD (Oklahoma), Assistant Professor

> Public sector leadership, leadership development, adaptation and cognition in organizations, management of meaning in organizations

James C. McDavid, PhD (Indiana), Professor

> Program evaluation, performance management, local government service delivery

Tara L. Ney, PhD (Southampton), Associate Professor

> 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), Associate Professor

> Community development; entrepreneurship and small business; rural economic development; government and business relations; organizational behaviour; academic team development

Kimberly Speers, PhD (Alberta), Assistant Teaching Professor

> Policy analysis and public policy; government relations and management consulting; performance measurement and planning

Lindsay Tedds, PhD (McMaster), Associate Professor

> Underground economy; tax non-compliance; economics of taxation; public economics; time use; timing of stock option awards; applied econometrics

Thea Vakil, PhD (Victoria), Associate Director of the School of Public Administration and Associate Professor

> Design and maintenance of organizations; structure and functioning of government and the non-profit sector; principles and values in public administration

Rebecca N. Warburton, PhD (London), Associate Professor

> Health economics, economic evaluation, evidence-based management

Adjunct Faculty Appointments

Oliver Brandes, LLB (UVic), Adjunct Professor

Leslie Brown, BSW (Regina), MPA, PhD (UVic), Adjunct Professor

John L. Fryer, BSc (London), MA (Pitt), Adjunct Professor

Laurie Jackson, BSc, MEd (UofA), PhD (UVic), Adjunct Professor

Harvey Lazar, BSc (McGill), MA (UBC), PhD (LSE), Adjunct Professor

Michelle LeBaron, MA (SFU), LLB (UBC), Adjunct Professor

Catherine Morris, JD (UofA), LLM (UBC), Adjunct Professor

Victor Murray, BA (Manitoba), MA (Minn), PhD (Cornell), Adjunct Professor

Gordon Smith, PhD (MIT), Adjunct Professor

Jo-Anne Stolz, PhD (UVic), Adjunct Professor

Barry Carin, BA (McGill), PhD (Brown), Adjunct Associate Professor

Ryan Compton, PhD (Washington U, St. Louis), Adjunct Associate Professor

Evelyn (Lyn) Davis, PhD (Florida State), Adjunct Associate Professor

Sharon Manson Singer, PhD (Brandeis), Adjunct Associate Professor

Dale Wall, BA (SFU), MPA (UVic), Adjunct Associate Professor

Michelle Brady, BA (Honours) (Murdoch), PhD (UofA), Adjunct Assistant Professor

Tracy Byrne, PhD (Glasgow), Adjunct Assistant Professor

Peter R. Elson, PhD (UofT), Adjunct Assistant Professor

Allison M. Habkirk, BA (UVic), MA (UBC), MPA (UVic), Adjunct Assistant Professor

Yvonne Harrison, PhD (UVic), Adjunct Assistant Professor

Sabine Lehr, BA (Open University), MBA (London), PhD (UVic), Adjunct Assistant Professor

Gordon McIntosh, PhD (UVic) Adjunct Assistant Professor

Brant Popp, MPA (UVic), Adjunct Assistant Professor

Carol-Anne Rolf, MA (UofA), MPP (California, Berkeley), Adjunct Assistant Professor

Diana M. Smith, BSc (UofA), MPA (Carleton), Adjunct Assistant Professor

Sam Weller, CA, MBA, Adjunct Assistant Professor

Degree Offered

Master of Arts (MA).

Financial Support

The University of Victoria funds a limited number of Graduate awards 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 the community development sector. International students should refer to the Faculty of Graduate Studies' international admission requirements. Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results of the Graduate Management Admission Test (GMAT). International students whose first language is not English are required to provide valid 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 and 102 on the Internet-based test.

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 resumé 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 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 Administrative Assistant, MACD Program.

Applications should be sent to the Graduate Admissions and Records Office.

Deadlines

September 30 for Domestic and International applicants.

PROGRAM REQUIREMENTS

The program consists of 19.5 units of study, including 4.5 units for the Master's Project (CD 596/598). Students are required to attend a two-week summer residency in the first and fourth terms and a one-week summer residency in the seventh term. 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.

Course Requirements

Course requirements consist of 9 core courses and one elective.

- **Core Courses:** CD 501, 504, 505, 506, 510, 512, 524, 525, 526

- **Elective Courses:** Subject to availability, 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 the School of Public Administration or by other departments, with permission of the Graduate Adviser.

- **Final Requirement:** Beginning during their first summer residency, students will work on a Master's Project (CD 596/598) addressing a management, policy or program problem for a client in the community development sector.

Program Length

The program begins each May, operates year round and can be completed in 2.25 years.

Master of Arts in Community Development

First Summer: On-Campus and Online Courses	
CD 501 (1.5)	Anchoring a Change Agenda: Foundations
CD 524 (1.5)	Leadership and Organizational Development for Communities
Residency Workshop: On campus	

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

Second Summer: On-Campus and Online Courses	
CD 510 (1.5)	Leadership, Management and Governance within Organizations
CD 525 (1.5)	Managing Organizations, Systems and Community Transformations
Residency Workshop: On campus	

Second Fall: Online	
CD 512 (1.5)	Program/Project Design, Management and Evaluation

Second Spring: Online	
Choice of one elective	

Third Summer: On-Campus and Online Courses	
CD 526 (1.5)	Agenda for Social Change: Moving Forward

GRADUATE PROGRAMS

Third Summer: On-Campus and Online Courses

CD 596/598 (4.5)   Master's Project
Residency Workshop: On campus

Program requirements for students admitted prior to May 2014 will remain as detailed in previous calendars.

Master's Project

The 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 Coordinator. A written project report will be prepared and submitted to an oral examination committee.

Oral Examination

Required for the Master's project (CD 596/598).

Guidelines for Professional Conduct

The School of Public Administration expects graduate students to exhibit professional conduct according to the following guidelines:

- submission of oneself to the professional codes of conduct associated with one's employment and/or professional membership(s);

- exercise of personal discipline, accountability, and judgement;

- acceptance of personal responsibility for continued competency and learning, including the capacity to be a reflective practitioner;

- willingness to serve the public;

- demonstrated ability to recognize the dignity and worth of all persons;

- willingness to assist others in their learning;

- ability to recognize and work with one's own limitations;

- maintenance of the confidentiality of information, including all electronic communication, 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 measures of professional conduct.

Unprofessional Conduct

Graduate student conduct in the School of Public Administration is subject to the professional standards of entities including, but not limited to, UVic Co-op and Co-op employers. A student exhibiting behaviour that does not meet the standards required by these relevant entities may be required to withdraw from the School.

Computer Science

GENERAL INFORMATION

The Department of Computer Science offers a graduate program leading to the degree of Master of Science (MSc) or a degree of 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 1700 Stn CSC

    Victoria, British Columbia

    Canada V8W 2Y2

Courier Address:

    ECS 504

    University of Victoria

    3800 Finnerty Road

    Victoria, British Columbia

    Canada V8P 5C2

Telephone Number:... 250-472-5700
Fax Number: 250-472-5708
Email: cscrecep@uvic.ca
Website: <www.csc.uvic.ca>
Chair: Dr. Ulrike Stege

    Email: chair@csc.uvic.ca

    Phone:... 250-472-5704

Graduate Adviser: Dr. Kui Wu

    Email: gradadv@csc.uvic.ca

    Phone:... 250-472-5766

Graduate Secretary: Wendy Beggs

    Email: gradsec@csc.uvic.ca

    Phone:... 250-472-5703

Faculty Members and Areas of Research

Mantis H. M. Cheng, PhD (Waterloo)

    Distributed real time systems, embedded systems, theory of concurrency

Yvonne Coady, PhD (British Columbia)

Aspect-oriented software development, scalable system infrastructures, distributed virtualization

Daniela E. Damian, PhD (Calgary)

Software engineering, requirements engineering, computer-supported collaborative work, human-computer interaction, global software development

Alona Fyshe, PhD (Carnegie Mellon)

Machine learning, natural language processing, computational linguistics, neuroscience

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

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

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

Bruce Kapron, PhD (Toronto)

Logic in computer science, cryptography, foundations of security, verification, computational complexity

Valerie King, PhD (Calif, Berkeley)

Graph algorithms and data structures, randomized algorithms and probabilistic analysis, concrete complexity, applications to computational biology and networks

D. Michael Miller, PhD (Manitoba)

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

Hans (Hausi) A. Müller, PhD (Rice)

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

Wendy Myrvold, PhD (Waterloo)

Graph theory, graph algorithms, network reliability, embedding graphs on surfaces, Latin squares, combinatorial algorithms

Jianping Pan, PhD (Southeast, Nanjing)

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

Frank Ruskey, PhD (Calif, San Diego)

Combinatorial algorithms

Venkatesh Srinivasan, PhD (India)

Theory of computation, computational complexity theory

Ulrike Stege, PhD (ETH Zurich)

Computational biology, parameterized complexity, design of heuristics, graph theory, and cognitive psychology

Margaret-Anne Storey, PhD (Simon Fraser)

Software engineering, human-computer interaction, information visualization, social informatics, knowledge management and computer-supported collaborative work

Andrea Tagliasacchi, PhD (Simon Fraser)

Computer graphics, geometry processing, real-time computer vision and its applications to augmented reality

Alex Thomo, PhD (Montreal)

Database and knowledge-base systems (especially new data-models for the web and query processing for such models), graph theory, formal languages and their application to databases

George Tzanetakis, PhD (Princeton)

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

Jens H. Weber, Dr. rer.nat (Paderborn)

Software engineering, data and knowledge engineering, health informatics, graph transformation systems, reengineering

Kui Wu, PhD (Alberta)

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

Brian Wyvill, PhD (Bradford)

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

Emeritus Faculty

John A. Ellis, PhD (Northwestern)

Theoretical computer science, computational complexity, algorithms

R. Nigel Horspool, PhD (Toronto)

Compilers, virtual machines, programming language implementation, object-oriented programming

Eric G. Manning, PhD (Illinois)

Computer networks, distributed computing, QoS for multimedia

Jon C. Muzio, PhD (Nottingham)

VLSI design and test, fault tolerant computing, design for testability, built-in self-test, multiple valued systems

D. Dale Olesky, PhD (Toronto)

Linear algebra (especially matrix theory and combinational matrix analysis), numerical linear algebra, graph theory

Frank D. K. Roberts, PhD (Liverpool)

Numerical analysis, approximation theory

Micaela Serra, PhD (Victoria)

Hardware/software co-design, VLSI design and test

Gholamali C. Shoja, DPhil (Sussex)

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

Maarten van Emden, PhD (Amsterdam)

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

William W. Wadge, PhD (Calif, Berkeley)

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

Sue Whitesides, PhD (Wisconsin)

Algorithms, discrete and computational geometry, motion planning, discrete mathematics

Adjunct and Cross-Listed Appointments

Ian Barrodale, PhD (Liverpool)

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

Alexandra Branzan Albu, PhD (Bucharest)

Computer vision, pattern recognition, image processing, human-computer interaction

Peter F. Driessen, PhD (British Columbia)

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

Brian Gaines, PhD (Cambridge)

Modeling the socioeconomic infrastructure of information technology, human-computer interaction, cognitive psychology, systems theory

David G. Goodenough, PhD (Toronto)

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

Maia Hoeberechts, PhD (Western Ontario)

Ocean science technology

Dimitrios Marinakis, PhD (McGill)

Sensor networks

Patrick McGeer, PhD (Calif, Berkeley)

Distributed systems and computer networking

Morgan Price, CCFP (British Columbia)

Informatics, health system improvements

W. Andrew Schloss, PhD (Stanford)

Electronic and computer music, musical acoustics, ethnomusicology

Pauline van den Driessche, PhD (Wales)

Mathematical models in biology, combinatorial matrix analysis

Degrees and Specializations Offered

The Department of Computer Science offers graduate programs leading to the degree of Master of Science (MSc) in Computer Science, a double-degree MBA+MSc in Computer Science or a 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 range of facilities to support study and research as well as access to office space.

Financial Support

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

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

The University of Victoria awards a limited number of fellowships each year. These fellowships are for one year for MSc students. Fellowships for PhD students are renewable for one year subject

to their achieving first-class results (A-) on courses and a recommendation from the department. These fellowships are awarded mainly on the basis of academic excellence to those applicants who apply for a September entry point or were admitted at the May entry point. Fellowship holders may also apply for up to 120 hours of TA employment for the first two years of their Master's program, or for the first 4 years of their PhD program. In addition, we typically 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 may 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).

Separate application forms are not required for the minimum support level funding described in the previous paragraph for University of Victoria Fellowships, or for other supplementary grants.

All these sources of financial support are renewable annually, dependent upon satisfactory performance and the availability of funds. Please note that you will be responsible for all tuition and ancillary fees associated with your program including textbooks.

Detailed information on graduate student support may be obtained from the Computer Science website at <www.csc.uvic.ca>.

ADMISSION REQUIREMENTS

General

Initial inquiries regarding graduate studies in Computer Science should be addressed to the Graduate Secretary, Department of Computer Science. The Faculty of Graduate Studies' website contains information on how applicants will upload and submit supporting documents to their online application. The application and supporting documents are first evaluated by the Graduate Admissions and Records Office: <www.uvic.ca/ graduatestudies>.

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.

Domestic Application Deadlines

*   September entry: deadline of January 15

*   January entry: deadline of October 31

*   May entry: deadline of January 15

International Deadlines*

*   September entry: deadline of January 15

*   January entry: deadline of April 15

*   May entry: deadline of September 15

*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.

Thesis-based Master's

Course Requirements

The Master's Program consists of a minimum of 15 units, which include course work, a Research Skills 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: CSC 595 (1.5 units); three courses at the 500 level (4.5 units); two courses at the 400 or 500 level (3.0 units); and the Master's thesis, CSC 599 (6.0 units). Each student must satisfy the MSc Breadth Requirements as specified in the department MSc Regulations at <www.csc.uvic.ca/grad>.

Oral Examination

The Master's thesis must be defended in an oral examination.

Program Length

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

Project-based Master's

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 Research Skills 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: CSC 595 (1.5 units); five courses at the 500 level (7.5 units); two courses at the 400 or 500 level (3.0 units); and the Master's project, CSC 598 (3.0 units). Each student must satisfy the MSc Breadth Requirements, as specified in the department MSc Regulations at <www.csc.uvic.ca/grad>.

Final Examination

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

Program Length

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

Master's – Industrial Option

Course Requirements

Students may register for an Industrial project (CSC 597) valued at 1.5 units, instead of CSC 599 or CSC 598. This Master's program option consists of a minimum of 15 units, which includes course work, as well as CSC 595 and CSC 597. 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: CSC 595 (1.5 units); six courses at the 500 level (9 units); two courses at the 400 or 500 level (3 units); and CSC 597 (1.5 units).

Final Examination

A student who chooses the industrial option will also have an oral examination. This examination will cover the project for CSC 597 as well as material from three courses chosen by the student's supervisory committee in consultation with the student.

Program Length

The department expects students to complete their Master's degree within the time limits set by the Faculty of Graduate Studies. This Master's option can be completed in four terms. Students enrolled in a co-operative education program will have additional months added to the normal completion times equal to the time spent on Co-op work terms.

PhD Program

Program Requirements

For students entering with a master's degree, the PhD program consists of a minimum of 43.5 units, which include four courses at the 500 level or higher, the Research Skills course (CSC 595), the PhD Candidacy (CSC 693), and a dissertation (CSC 699).

For students entering with a bachelor's degree, the PhD program consists of a minimum of 49.5 units, which include eight courses, where at least six must be at the 500 level or higher and the rest at the 400 level or higher, as well as (CSC 595), the PhD Candidacy (CSC 693), and a dissertation (CSC 699).

The student, with the approval of the supervisor, can apply for having the seminar course CSC 595 waived if he/she has already taken an equivalent course.

Each student must satisfy the PhD Breadth Requirements as specified in the department PhD Regulations at <www.csc.uvic.ca>.

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. After passing CSC 693, a student should register in CSC 699. At any given time in the program, a PhD student should be 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

Participation in the Co-operative Education program, which enables students to acquire knowledge, practical skills and workplace experience, is optional for full-time Master's and PhD students. Graduation with a co-operative education designation requires master's students to complete two work terms and PhD students to complete three (a work term consists of four months of full time, paid employment). Students require permission from their academic supervisor and the Co-op coordinator to participate in the Co-op program. Interested students should contact the Engineering and Computer Science/Math Co-op office during their first year. Students should also consult "Co-operative Education" on page 55.

Cultural Heritage Management

GENERAL INFORMATION

Contact Information

Cultural Heritage Management Program

Department of Art History and Visual Studies in cooperation with the Division of Continuing Studies

Location: Division of Continuing Studies Building, Room 343

Mailing Address:

> PO Box 1700, STN CSC
>
> Victoria, BCV8W 2Y2
>
> Canada

Courier Address:

> 3800 Finnerty Road
>
> Continuing Studies Building, Room 343
>
> Victoria, BCV8P 5C2
>
> Canada

Telephone Number:...250-721-8457

Fax Number:...250-721-8774

Email: cmpasst@uvic.ca

Website: <www.uvcs.uvic.ca/cultural/graduate> and <finearts.uvic.ca/historyinart>

Program Director: Tania Muir

> Email: cmpdir@uvic.ca
>
> Phone:...250-721-8462

Certificate and Diploma Offerings

The Cultural Heritage Management Program offers a Graduate Professional Certificate in Cultural Heritage Studies that can be completed on its own or laddered to a Graduate Professional Diploma in Cultural Heritage Management. Both programs address issues and practices involved in the fields of cultural heritage, and are designed for individuals working with cultural heritage in settings such as museums, cultural centres, galleries, historic sites, parks and landscapes, urban revitalization and public service. The Graduate Professional Certificate is also designed to enable students engaged in graduate degree studies in related fields at UVic to undertake concurrent degree/certificate programs in which selected certificate courses are transferrable to the degree with the approval of the academic unit. Concurrent degree/certificate students can receive both a graduate degree and a graduate professional certificate upon completion of program requirements.

ADMISSION REQUIREMENTS

Graduate Professional Certificate in Cultural Heritage Studies

To be eligible for admission, students must have a baccalaureate degree with a minimum B (5.0) average in their last two years (30) units leading to the baccalaureate degree. Applicants with four or more years of relevant cultural heritage professional experience whose grade point average in their baccalaureate degree is below B may be considered for admission as a mature student.

Applications for admission are first received by the Graduate Admissions and Records Office which collaborates with the Program Admissions Committee to determine admissibility. Admission is a competitive process, based on both grades from prior studies, and evidence of professional experience and achievements that enable the Admission Committee to assess an applicant's ability to successfully complete the program.

To apply for the Graduate Professional Certificate if you are not also enrolled in a graduate degree program, please complete the following, and submit either online or by mail, to Graduate Admissions and Records:

- the Faculty of Graduate Studies Application for Admission, available from the Faculty of Graduate Studies website <www.uvic.ca/gradstudies>

- two Assessment Reports

- relevant transcripts

- a professional resumé

- a statement of intent

As the starting date for the program may vary from year to year, application deadlines for current students and new domestic and international students are posted on the program website.

To apply for concurrent Graduate Professional Certificate status while enrolled in a graduate degree program, please assemble

the following and submit, either online or by mail by the posted deadline, to Graduate Admissions and Records:

- an application to the Faculty of Graduate Studies specifying this program

- two Assessment Reports and, if you have worked, volunteered or done project work in the cultural heritage sector, one letter of reference from a workplace referee

- a professional resumé

- a statement of intent

- a memorandum from your Graduate Adviser confirming the number of Certificate units that can be applied to your graduate degree

Graduate Professional Diploma in Cultural Heritage Management

Admission to the Graduate Professional Diploma in Cultural Heritage Management is based on completion of the Graduate Professional Certificate in Cultural Heritage Studies, the Diploma in Cultural Resource Management, the Professional Specialization Certificate in Collections Management, or the Professional Specialization Certificate in Heritage Conservation Planning within the previous six years, and with a 5.0 (B) average. Applicants holding a graduate degree or certificate in museum studies or heritage conservation may also be considered.

If you are completing, or have completed, the Graduate Professional Certificate in Cultural Heritage Studies, you can apply by completing and submitting the following by the posted deadline:

- an application to the Faculty of Graduate Studies specifying this program

If you have completed the Diploma in Cultural Resource Management, the Professional Specialization Certificate in Collections Management, the Professional Specialization Certificate in Heritage Conservation Planning within the previous six years, or a related graduate degree or certificate please assemble the following and submit, either online or by mail by the posted deadline to Graduate Admissions and Records:

- the Faculty of Graduate Studies Application for Admission, available online from the Faculty of Graduate Studies website <www.uvic.ca/gradstudies>

- two Assessment Reports from academic referees and one letter of reference from a workplace referee (e.g. current or former supervisor) in a cultural heritage workplace

- relevant transcripts

- a professional resumé

Note: CH 560 Cultural Heritage Stewardship and Sustainability is a prerequisite to Graduate Professional Diploma coursework for those students entering on the basis of a Diploma in Cultural Resource Management, a Professional Specialization Certificate in

Heritage Conservation Planning or in Collections Management, or a related graduate degree or certificate.

PROGRAM REQUIREMENTS

Graduate Professional Certificate in Cultural Heritage Studies

This program is designed to be completed on a part-time basis, to enable students to balance work or graduate study commitments. Students can focus on either a museum studies or heritage planning option by completing the following courses.

Museum Option	
Social Engagement (CH 561)	1.5
Curatorial Planning and Practices (CH 562)	1.5
Visitor Experiences (CH 563)	1.5

Heritage Planning Option	
Heritage Conservation in Context (CH 570)	1.5
Determining Significance of Heritage Resources (CH 571)	1.5
Heritage Conservation Planning (CH 572)	1.5

Elective

The final 3.0 units are selected from the AHVS 488A-U or AHVS 489A-L series of courses, or from CH 560 Cultural Heritage Stewardship and Sustainability (1.5), CH 591 Practicum (1.5), CH 584 Topics in Cultural Heritage Management (1.5), CH 588 or 589 Special Studies (1.5).

Students pursuing the museum studies specialization currently enrolled in the Diploma in Cultural Resource Management or the Professional Specialization Certificate in Collections Management may transfer 1.5 units of AHVS 488 or AHVS 489 credit to the Graduate Professional Certificate with the approval of the Program Adviser to satisfy the elective requirement. If they have completed AHVS 488B and AHVS 488J in their studies, they may request 3.0 units of transfer credit to replace CH 562 and satisfy the elective requirement.

Students pursuing the heritage planning specialization currently enrolled in the Diploma in Cultural Resource Management or the Professional Specialization Certificate in Heritage Conservation Planning may request to transfer AHVS 489C, AHVS 489K, and/or AHVS 489L, to a maximum of 4.5 units to the Graduate Professional Certificate with the approval of the Program Adviser.

Graduate Professional Diploma in Cultural Heritage Management

This program is designed to be completed on a part-time basis, one course per term, to enable students to balance work commitments. You are expected to take the two core courses sequentially over two terms. You are able to complete diploma requirements in two to three terms, depending upon your selection of a final course. Note: CH 560 Cultural Heritage Stewardship and Sustainability is a prerequisite to Graduate Professional Diploma coursework for those students entering on

the basis of a Diploma in Cultural Resource Management or a Professional Specialization Certificate in Heritage Conservation Planning or Collections Management.

Core Courses

Leadership in Cultural Heritage Management (CH 582) .. 1.5
Planning for Cultural Heritage Management (CH 583) 1.5

Elective

The final 1.5 units are selected from AHVS 488A, AHVS 488M, AHVS 488P, AHVS 488Q, or other AHVS 488 or AHVS 489 courses, or CH 584 Topics in Cultural Heritage Management (1.5), with the approval of the Program Adviser.

Curriculum and Instruction

GENERAL INFORMATION

Contact Information

Department of Curriculum and Instruction
Location: MacLaurin Building, Room A541
Mailing Address:

> Department of Curriculum and Instruction
> PO Box 1700 STN CSC
> Victoria, BCV8W 2Y2
> Canada

Courier Address:

> Department of Curriculum and Instruction
> 3800 Finnerty Road
> MacLaurin Building, Room A541
> Victoria, BCV8P 5C2
> Canada

Telephone Number:...250-721-7808
Fax Number:...250-721-7598
Email: edcigrad@uvic.ca
Website: <uvic.ca/education/curriculum>
Chair: Dr. Leslee Francis Pelton

> Email: cichair@uvic.ca
> Phone:...250-721-7886

Graduate Secretary

> Email: edcigrad@uvic.ca
> Phone:...250-721-7882

Faculty Members and Areas of Research

Tim Anderson, PhD (British Columbia)

> TESOL/Applied linguistics, Language socialization, Second-language writing, Chinese as an additional language, Internationalization of higher education, Case study as a research method

Deborah L. Begoray, PhD (British Columbia)

> Secondary English language arts, literacy, visual literacy and media, literacy and health

Donald L. Bergland, EdD (British Columbia)

> Digital arts and technology, 3D interactive environments, multimedia, digital graphics, audio production, technology and art, techno-ethnography, creativity, studio production

David W. Blades, PhD (Alberta)

> Theory and philosophy of science education curriculum, science education methodology, aesthetics in/of science education, ethics and curriculum development, curriculum history and theory, post-structuralism and curriculum change

Jillianne Code, PhD (Simon Fraser)

> Teacher preparation elementary, teacher preparation secondary, applied research, educational psychology, twenty-first century learning, distributed e-learning, personal learning networks, online learning community development, educational technology

Michael J. Emme, EdD (British Columbia)

> Creative play strategies and collaborative research with children, children's visual experience of school, art as self-directed therapy, artists collectives and community, photography as an art form, visual narrative forms in research including photonovela as multimodal inquiry and expression, lens media and communication, visual and arts-based methodologies

Leslee G. Francis-Pelton, PhD (Brigham Young)

> Secondary mathematics methodologies, elementary mathematics methodologies, mathematics curriculum, assessment as/for/of learning in mathematics, development and use of iOS apps for learning mathematic

Wanda Hurren, PhD (British Columbia)

> Curriculum theory, arts-based research, aesthetics and knowing, social studies and geography education, notions of identity and place, post-structural perspectives, poetic representation in writing and research

Valerie M. Irvine, PhD (Alberta)

> Teacher preparation elementary, teacher preparation secondary, adult and lifelong learning, curriculum studies, applied research, twenty-first century learning, distributed e-learning, personalized learning networks, online learning community development, educational technology, theories of technology adoption

Graham P. McDonough, PhD (Toronto)

> Philosophy of education, moral education; dissent, religious education, Catholic education; religion/spirituality in schools; philosophy in high schools

Onowa McIvor, PhD (British Columbia)

Indigenous language and cultural revitalization, Indigenous early childhood education (ECE), Indigenous K-12 education, Indigenous post-secondary education, Indigenous language acquisition, identity development

Todd Milford, PhD (Victoria)

Teacher preparation- elementary; science education, elementary; educational measurement, quantitative methods

James L. Nahachewsky, PhD (Alberta)

Twenty-first century literacies, teacher education, curriculum theory, e-readers and reading processes

Sylvia J. Pantaleo, PhD (Alberta)

Children's and young adult literature, response to literature, literature-based literacy programs, language and literacy, visual literacy, multimodality

Timothy Pelton, PhD (Brigham Young)

Mathematics education, applications of technology in education, assessment, development of educational apps

Monica Prendergast, PhD (Victoria)

Theatre, teacher preparation elementary, curriculum studies, aesthetic philosophy, drama/theatre education (K-12, and post secondary), applied drama/theatre, curriculum studies/ theory/philosophy, performance theory/performance studies, arts-based qualitative research methods

Anita Prest, PhD (British Columbia)

Music education, rural education, social capital, place-based and place-conscious education, paraxial music education philosophy, critical pragmatism, integrating Indigenous knowledge and perspectives in music education

Jason Price, PhD (OISE)

Teacher and educational leadership preparation, Indigenous/ countercultural education, education for ecological restoration, education for the advancements of human rights and happiness, educational policy and governance, peace education, governance simulations and youth leadership

Helen Raptis, PhD (Victoria)

Aboriginal education, applied research, social policy, gender, immigration/multiculturalism, native and aboriginal Canadians, race and ethnic relations, sociology, history

Theodore J. Riecken, EdD (British Columbia)

Teacher preparation elementary, aboriginal education, curriculum studies, educational change and innovation, technology in education, participatory research

Carmen Rodriguez de France, PhD (Victoria)

Indigenous education and culture, early childhood education, diversity, social justice, and anti-racist education, bilingualism and language development, internationalization

Patricia Rosborough, EdD (British Columbia)

Indigenous language revitalization, Indigenous language teacher education, Indigenous curriculum pedagogy in K-12 education

Wolff-Michael Roth, PhD (Southern Mississippi)

Workplace studies (aviation, software design), cultural-historical activity theory, conversation analysis, semiotics, gesture studies, applied cognitive science, phenomenology, human-computer interaction, interaction analysis, representation in scientific practice, discourse analysis, research methods (quantitative and qualitative)

Katherine J. Sanford, EdD (Alberta)

Teacher education, new literacies, learning through video games, gender and pedagogy, assessment, electronic portfolios, community-based engagement, museum and library education, qualitative research methodologies

Jodi Streelasky, PdD (British Columbia)

Early Childhood Education, Early Literacy, Multimodality, Family and Community Literacies, International Education, Outdoor & Environmental Education, Indigenous Knowledge

Michele Tanaka, PhD (Victoria)

Transformative Inquiry, teacher identity, holistic education, indigenous ways of learning and teaching, cross-cultural understanding, mindfulness in education, and place-based learning

Jennifer Thom, PhD (British Columbia)

Curriculum studies and elementary mathematics education, theories of mathematical understanding, ecological/ complex/EMBODIED forms of teaching and learning

Ruthanne Tobin, PhD (Victoria)

Elementary English language arts, instructional practices for struggling literacy learners, personalized learning

Michelle Wiebe, EdD (Montana)

Assessment in art (studio assessment, self assessment, theory assessment), leadership in the arts, arts program reform curriculum development, creativity development

Degrees and Specializations Offered

The Department of Curriculum and Instruction may offer programs leading to the Master of Education degree in the following areas:

- Art

- Curriculum Studies

- Early Childhood Education

- Language and Literacy

- Mathematics, Science, Social Studies or

Educational Technology

- Social, Cultural and Foundational Studies

The Department of Curriculum and Instruction offers a Master of Arts and a Doctor of Philosophy in Educational Studies.

Facilities

MacLaurin Building: multi-media laboratories, Curriculum Laboratory.

Financial Support

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

University Fellowships:

Students who have an A- (7.0 on the UVic grading scale) may qualify for a University Fellowship. For full-time applicants seeking this Fellowship, the application deadline is February 15th.

Sessional Lecturers:

These are unionized positions for undergraduate courses. An interested student should submit their resumé and cover letter to the Chair of Curriculum and Instruction. These positions are normally held for students who have completed at least one term of course work in the PhD program.

Research Assistants:

Individual faculty members with external research grants may employ graduate students as research assistants. The details about these appointments (salary, hours, etc.) are worked out between the individual graduate student and the faculty member.

Workstudy Positions:

Please visit the Office of the Registrar website for further information <www.uvic.ca/registrar/safa/work-study/index.php>.

Application Deadlines

Regular Student Application Deadlines for Complete Applications

February 15:

For full-time applicants seeking University Fellowships.

February 15:

For applicants seeking admission the September of that calendar year.

January 31:

For applicants seeking admission the May of that calendar year.

International Student Application Deadlines for Complete Applications

December 15:

For applicants seeking admission September of the following year.

October 15:

For applicants seeking admission for May of the following year.

ADMISSION REQUIREMENTS

For all degree programs, the following items are required to be uploaded when submitting an online application: resume, letter of intent, email contact information for two references, unofficial transcripts, and, for international students, TOEFL score. Official transcripts should be ordered after receiving the provisional admission email from Graduate Admissions and Records. Examples of writing are required if you are applying to the PhD program only. See "Faculty Admissions", page 18, for Graduate Studies requirements. All materials are to be sent to the Graduate Admissions and Records Office.

The selection process is based on the strength of the application file and the availability of an appropriate supervisor.

Master of Arts

In addition to the usual admission requirements of the Faculty of Graduate Studies, some programs may require relevant professional experience.

Master of Education

In addition to the usual admission requirements of the Faculty of Graduate Studies, applicants must have had at least two years of successful relevant professional experience.

PhD Programs

Admission requirements include a master's degree, good academic standing, and demonstrated research and writing ability.

PROGRAM REQUIREMENTS

Master of Education

MEd programs require 15.0 units of course work, including a project. No more than 3 units of course work may be at the 300 and 400 level. A project in research and/or curriculum development is required, and a comprehensive final examination (written and/or oral). MEd programs are normally offered as cohort groups.

Art Education (MEd)

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. For the next intake date, please refer to website: <www.uvic.ca/education/curriculum/programs-courses/graduate/ae>.

Course Requirements: Total = 15 units

EDCI 510 (3.0)	Research Issues & Studio Development
EDCI 511 (3.0)	Drawing & Studio Development
EDCI 513 (3.0)	Community Art Education
either	
EDCI 512A (1.5)	Digital Arts
and	
EDCI 512B (1.5)	Digital Presentation
or	
EDCI 591 (3.0)	Selected Topics in Art Education
EDCI 597 (1.5)	Comprehensive Examination
EDCI 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project

Curriculum Studies (MEd)

This program fosters critical analysis of educational discourses (for example, discourses of planning, implementation, evaluation, learning and teaching) to discern unintended as well as intended effects. This analysis is focused not only at the system level, but also and more importantly, at the level of each person's daily professional practice, where the political and the personal are inevitably intertwined. The ethical question of how to act responsibly and appropriately is paramount.

Course Requirements: Total = 15 units

Curriculum Studies—Project-based Option (MEd)

EDCI 531 (1.5)	Critical Discourses in Curriculum Studies
EDCI 532 (1.5)	Emerging Trends and Topics in Curriculum Studies
EDCI 580 (1.5)	Qualitative Research Methods
EDCI 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project
EDCI 597 (1.5)	Comprehensive Examination (MEd program only)
Electives (6.0)	Approved in consultation with student's supervisor

Early Childhood Education – Project-based Option (MEd)

Course Requirements: Total = 15 units

EDCI 531 (1.5)	Critical Discourses in Curriculum Studies
EDCI 554 (1.5)	Comparative ECE: Curriculum, Context and Culture
EDCI 580 (1.5)	Qualitative Research Methods
EDCI 597 (1.5)	Comprehensive Examination
EDCI 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project
Electives (6.0)	Approved in consultation with student's supervisor

Social, Cultural and Foundational Studies (MEd)

The MEd provides students with the research skills and knowledge to work as master teachers, educational leaders, administrators, policy analysts, and consultants to government and other educational and community agencies. The MEd program consists of 15.0 units including a 3.0 unit project and 1.5 unit comprehensive examination. The program must be determined through consultation between the student and the supervisor.

Course Requirements: Total = 15 units

Social, Cultural and Foundational Studies – Project-based 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 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project
EDCI 597 (1.5)	Comprehensive Examination
Electives (6.0)	Approved in consultation with student's supervisor

Language and Literacy (MEd)

The program is intended for those wishing to further their knowledge of pedagogical issues and practices relating to the teaching of Language and Literacy in populations ranging from pre-school to adult. The program is designed to accommodate students' individual interests and objectives, and are undertaken with the guidance and direction of an academic supervisor.

Course Requirements: Total = 15 units

Language and Literacy – Project-based Option (MEd)

EDCI 517 (1.5)	Reading Processes in the School Curriculum: Research and Processes
EDCI 536 (1.5)	Language Processes in the School Curriculum: Oracy
EDCI 556 (1.5)	Language Processes in the School Curriculum: Writing and Representing
EDCI 597 (1.5)	Comprehensive Examination
EDCI 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project

Electives (6.0)   Chosen in consultation with and the approval of the student's supervisor. Normally includes at least one research design course, one curriculum foundations course and one Language and Literacy course.

Middle Years Language and Literacy MEd Cohort — 15 units

This program may not be offered every year. Please contact the department for information on the next program offering.

EDCI 517 (1.5)	Reading Processes in the School Curriculum: Research and Processes
EDCI 556 (1.5)	Language Processes in the School Curriculum: Writing and Representing
EDCI 487/591(1.5)	Technology in Middle Years Literacy (online)
EDCI 487/591(1.5)	Differentiating Literacy in the Middle Years (online)
EDCI 536 (1.5)	Language Processes in the School Curriculum: Oracy
EDCI 580 (1.5)	Qualitative Research Methods
EDCI 591 (1.5)	Literacies in Middle Years Social Studies, Science and Math (online)
EDCI 591 (1.5)	Multiple Literacies in the Middle Years (online)
EDCI 597 (1.5)	Comprehensive Examination
EDCI 598A (1.5)	A Project Proposal and Literature Review
EDCI 598B (1.5)	Project

Mathematics, Science, Social Studies and Educational Technology –Project-based Option (MEd)

This four-stream combined program is designed to provide a strong content component within the 15.0-unit degree while providing a central core of professional education in curriculum and instruction courses. The following courses outline a typical program, but all -programs must be determined by the supervisor at the beginning of the program.

Course Requirements: Total = 15.0 units

EDCI 532 (1.5)	Emerging Trends and Topics in Curriculum Studies
EDCI 570 (1.5)	Research in Curriculum and Instruction in the Elementary Grades
or	
EDCI 571 (1.5)	Research in Curriculum and Instruction in the Secondary Grades
EDCI 572 (1.5)	Development and Implementation of the Curriculum in a Specific Area
Approved Research Methods Course (1.5)	
EDCI 597 (1.5)	Comprehensive Examination
EDCI 598A (1.5)	Project Proposal and Literature Review
EDCI 598B (1.5)	Project
Electives (4.5)	Approved in consultation with student's supervisor

Master of Arts

The MA in Educational Studies is a research-based program designed to accommodate students' individual interests and is undertaken with the guidance and direction of an academic supervisor. This 15.0 unit program requires 3.0 units of core courses, 4.5 units of specialty and elective courses, and a 7.5 unit thesis. No more than 1.5 units of course work may be at the 300 and 400 level. A research-based thesis must be written and successfully defended in an oral examination.

Course Requirements: Total = 15 units

EDCI 514 (1.5)	Educational Discourses
EDCI 581 (1.5)	Research Methodologies in Education
Electives (4.5)	Approved by the academic supervisor
EDCI 599 (7.5)	Thesis

Doctor of Philosophy (PhD)

The PhD in Educational Studies is a research-oriented program designed for students who wish to develop a comprehensive understanding and an integrated perspective of current educational theory and practice. It prepares graduates for professional, research and teaching positions in colleges and universities, or for leadership roles in school districts, provincial ministries and other public and private organizations, with regard to planning and implementation of curricula, instructional innovations and staff development programs. There are six areas of specialization within this program: Art Education; Curriculum Studies; Early Childhood Education; Language and Literacy; Mathematics, Science, Technology, and Environmental Education; Social, Cultural and Foundational Studies.

Course Requirements: Total = 39 units

The PhD program consists of 39.0 units, of which there is a 30-unit dissertation and 6.0 units of coursework, and a 3.0 unit candidacy examination. The coursework is made up of 3.0 units of core courses and 3.0 units of specialty and elective courses. The core courses are required to be taken in the first year of the program.

Core Courses: 3.0 units

EDCI 614 (1.5)	Discourses in Educational Studies
EDCI 681 (1.5)	Advanced Research Design

Specialty and Elective Courses: 3.0 units*

* Normally up to 1.5 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 of Academic Credit", page 35). A maximum of 1.5 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 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.

Candidacy Examination: 3.0 units

EDCI 693 (3.0)   Candidacy Examination

Dissertation: 30 unit

EDCI 699 (30)   PhD Dissertation

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 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 MCK 112) early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op", page 56.

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
>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:.. 250-721-6448
Fax Number: 250-721-8849
Email: madr@uvic.ca
Website: <publicadmin.uvic.ca/madr/>
>Interim Director: Lindsay Tedds
>Email: padirect@uvic.ca
>Phone:... 250-721-8084

Graduate Coordinator: Thea Vakil
>Email: tvakil@uvic.ca
>Phone:... 250-721-6442

Graduate Adviser: Lynne Siemens
>Email: siemensl@uvic.ca
>Phone:... 250-721-8069

Program Manager: Heather Kirkham
>Email: hkirkham@uvic.ca
>Phone:... 250-721-8067

Graduate Administrative Assistant: Judy Selina
>Email: madr@uvic.ca
>Phone:... 250-721-6448

Faculty Members and Areas of Research

Lindsay Tedds, PhD (McMaster), Interim Director of the School of Public Administration, Associate Professor

>Underground economy; tax non-compliance; economics of taxation; public economics; time use; timing of stock option awards; applied econometrics

Herman Bakvis, PhD (UBC), Professor

>Intergovernmental relations, government structure and organization, political parties and interest groups

Emmanuel Brunet-Jailly, PhD (U Western Ontario), Professor

>Local government and politics, cross-border regions, comparative urban politics.

J. Barton Cunningham, PhD (Southern California), Professor

>Quality of working life, organizational theory, decision making, stress and motivation, human research management.

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Lynda Gagné, PhD (UBC), Assistant Professor

> Child care policy, children outcomes, social programs, applied econometrics and microeconomics

Budd Hall, PhD (UCLA), Professor

> International community development, community-university engagement, social movements

Evert A. Lindquist, PhD (California, Berkeley), Professor

> Machinery of government and policy-making, policy communities and networks, the role of think tanks

James N. MacGregor, PhD (Victoria), Professor

> Organizational behaviour, human information processing

Richard T. Marcy, PhD (Oklahoma), Assistant Professor

> Public sector leadership, leadership development, adaptation and cognition in organizations, management of meaning in organizations

James C. McDavid, PhD (Indiana), Professor

> Program evaluation, performance management, local government service delivery

Tara L. Ney, PhD (Southampton), Associate Professor

> 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), Associate Professor

> Community development; entrepreneurship and small business; rural economic development; government and business relations; organizational behaviour; academic team development

Kimberly Speers, PhD (Alberta), Assistant Teaching Professor

> Policy analysis and public policy; government relations and management consulting; performance measurement and planning

Thea Vakil, PhD (Victoria), Associate Director of the School of Public Administration and Associate Professor

> Design and maintenance of organizations; structure and functioning of government and the non-profit sector; principles and values in public administration

Rebecca N. Warburton, PhD (London), Associate Professor

> Health economics, economic evaluation, evidence-based management

Emeritus, Visiting, and Adjunct Appointments

Robert L. Bish, PhD (IN), Professor Emeritus

James Cutt, MA (Edinburgh), MA, PhD (Uoff), Professor Emeritus

A. Rodney Dobell, BA, MA (UBC), PhD (MIT), Professor Emeritus

John J. Jackson, MSc (Ottawa), PhD (UofA), Professor Emeritus

John Langford, BA (Carleton), MA (Oxford), PhD (McGill), Professor Emeritus

Hartmut J. Will, Dipl-Kfm (FU, Berlin), PhD (Ill), Professor Emeritus

Oliver Brandes, LLB (UVic), Adjunct Professor

Leslie Brown, BSW (Regina), MPA, PhD (UVic), Adjunct Professor

John L. Fryer, BSc (London), MA (Pitt), Adjunct Professor

David Good, PhD (California, Berkeley), Adjunct Professor

Laurie Jackson, BSc, MEd (UofA), PhD (UVic), Adjunct Professor

Harvey Lazar, BSc (McGill), MA (UBC), PhD (LSE), Adjunct Professor

Michelle LeBaron, MA (SFU), LLB (UBC), Adjunct Professor

Catherine Morris, JD (UofA), LLM (UBC), Adjunct Professor

Victor Murray, BA (Manitoba), MA (Minn), PhD (Cornell), Adjunct Professor

Gordon Smith, PhD (MIT), Adjunct Professor

Ryan Compton, PhD (Washington U, St. Louis), Adjunct Associate Professor

Evelyn (Lyn) Davis, PhD (Florida State), Adjunct Associate Professor

Dale Wall, BA (SFU), MPA (UVic), Adjunct Associate Professor

Michelle Brady, BA (Honours) (Murdoch), PhD (UofA), Adjunct Assistant Professor

Tracy Byrne, PhD (Glasgow), Adjunct Assistant Professor

Peter R. Elson, PhD (UofT), Adjunct Assistant Professor

Allison M. Habkirk, BA (UVic), MA (UBC), MPA (UVic), Adjunct Assistant Professor

Yvonne Harrison, PhD (UVic), Adjunct Assistant Professor

Sabine Lehr, BA (Open University), MBA (London), PhD (UVic), Adjunct Assistant Professor

Marion Little, MADR (UVic), Adjunct Assistant Professor

Gordon McIntosh, PhD (UVic) Adjunct Assistant Professor

Brant Popp, MPA (UVic), Adjunct Assistant Professor

Carol-Anne Rolf, MA (UofA), MPP (California, Berkeley), Adjunct Assistant Professor

Rajesh Tandon, Ph.D. (Western Reserve U.), Adjunct Assistant Professor

Sam Weller, CA, MBA, Adjunct Assistant Professor

Sarah Marie Wiebe, Ph.D. (UofO), Adjunct Assistant Professor

Veda Weselake, BA (UofM), MA (UofM), Adjunct Assistant Professor

Degrees and Specializations Offered

MA in Dispute Resolution

Financial Support

The University of Victoria awards a limited number of Graduate Awards for full-time study. All students admitted to the Master of Arts in Dispute Resolution program are automatically considered for this financial support, with the level of support based on a student's GPA and other qualifications. As well, the MADR Program offers several awards based on students' academic interests and career plans.

ADMISSION REQUIREMENTS

General

The interdisciplinary Master of Arts in Dispute Resolution program is administered by the School of Public Administration. The focus of the program is on public sector dispute resolution, including:

- foundation content on general dispute resolution theory and practice

- application of skills and knowledge to the design and implementation of multi-party decision making processes

- applications of skills and knowledge to the design and implementation of institutionalized public dispute resolution systems

- the impact of social inequalities on conflict, including power, gender and culture.

Students come from a variety of undergraduate backgrounds and may 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 and up-to-date resumé of background information, professional or other relevant experience

- a 500 word statement of intent outlining reasons for applying to the program. The statement of intent should show how personal objectives relate to the program content.

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, MA in Dispute Resolution Program. Applications should be sent to the Graduate Admissions and Records Office.

GMAT and TOEFL requirement

Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results of the Graduate Management Admission Test (GMAT). International students whose first language is not English are required to provide valid test results for one of the following:

- The Test of English as a Foreign Language (TOEFL) with a minimum score of 610 on the paper-based test and 102 on the Internet-based test, or

- The International English Language Testing System (IELTS) with an overall score of at least Band 7.0 with no score of less than 6.5 on each academic component.

Deadlines

- December 15 for International Students.

- January 31 for Domestic students. Applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work are automatically considered for graduate entrance awards. It is to the applicants' benefit to do their best to ensure that their file is complete as soon as possible for the Admissions Committee's consideration.

PROGRAM REQUIREMENTS

The program consists of 21.0 (Master's Project) or 22.5 (Master's Thesis) units and one or two co-operative work term placements or DR 517. Students may choose a thesis or a project-based program. Completion of the degree is by project or thesis defense in an oral examination.

Course Requirements

- Core Courses: DR 502, 503, 506, 509 and PADR 501, 502A, 503, 504, 505.

- Elective Courses: Two elective courses chosen from DR 507, 508, 510, 516 517 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 programs in the School or in other departments. One elective may be completed (online) during co-op placements.

- PADR 589: This Co-op preparatory course is required for all students.

- Co-operative Education: at least one co-op work term placement OR DR 517.

- Final Requirement: Students choose to complete a Master's Project (DR 598) or a Master's Thesis (DR 599)

Master of Arts in Dispute Resolution

Fall: First Academic Term (Sep-Dec)

DR 502 (1.5)	Conflict, Culture and Diversity
DR 503 (1.5)	Public Policy, Law, and Dispute Resolution
PADR 501 (1.5)	Collaboration and Engagement
PADR 502A (1.5)	Analysis for the Public and Non-Profit Sectors
PADR 589 (0.0)	Co-op Seminar: Introduction to Professional Practice

Spring: First Co-op Work Term (Jan-Apr)

Co-op Placement
Or

DR 517	Issues in Dispute Resolution: Working in the Community
Elective (1.5)	While on co-op, students may choose to take one online elective. Students enrolled in DR 517 may also take another elective (on campus or online).

Summer: Second Academic Term (May-Aug)

DR 506 (1.5)	Mediation Processes and Skills
DR 509 (1.5)	Dispute Resolution System Design and Public Interest Disputes
PADR 503 (1.5)	Professional Integrity in the Public and Non-profit Sectors
PADR 504 (1.5	Public Leadership and Management
PADR 505 (1.5)	Policy-making and Policy Communities

Fall: Second Co-op Work Term (Sep-Dec)

Co-op placement
(optional)
and/or

Elective (1.5)	Students may choose to take one online elective, whether on co-op or not

Spring : Third Academic Term (Jan-Apr)

DR 598 (4.5)	Master's Project
or	
DR 599 (6.0)	Master's Thesis
Elective (1.5)	If electives not completed, students may opt to take an elective this term.

Master's Project or Thesis

Prior to enrolling in either the Master's Project (DR 598) or the Thesis (DR 599), students are expected to have completed their DR and PADR core courses. All program requirements, including a third Co-op term (if taken), must be completed by the same semester in which they defend their Project or Thesis.

Master's Project Option

The 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 Master's Project option (4.5 units) will complete a program of 21.0 units.

Master's Thesis Option

The Master's 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 Master's Thesis option (6.0 units) will complete a program of 22.5 units.

Oral Examination

Required for both the Master's Project (DR 598) and Master's Thesis (DR 599) options.

Program Length

Full-time students can complete the program within two years. All students must complete the program within five years.

CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program enables students to acquire knowledge, practical skills for employment, and workplace experience. It will be strongly recommended for students to participate in this option. Students in the Co-operative Education program are normally required to undertake two Co-op work terms (a work term normally consists of four months of full-time, paid employment.) Note that as there is a presumption that students will participate in the Co-op program, the School does not offer core courses in the Spring term, although students could opt to take electives. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MADR program in conjunction with the Co-op program. To be eligible for a Co-op placement, students are required to register in PADR 589 Co-op Seminar: Introduction to Professional Practice in their first term in the program. Students are also referred to "General Regulations: Graduate Co-op", page 56.

Completion of additional work terms is permitted, with the approval of the Co-op Coordinator and based on availability (students in their first or second work terms may receive priority). Additional work terms must be completed in or before the same semester in which the project/thesis is defended.

Guidelines for Professional Conduct

The School of Public Administration expects graduate students to exhibit professional conduct according to the following guidelines:

- submission of oneself to the professional codes of conduct associated with one's employment and/or professional membership(s);

- exercise of personal discipline, accountability, and judgement;

- acceptance of personal responsibility for continued competency and learning, including the capacity to be a reflective practitioner;

- willingness to serve the public;

- demonstrated ability to recognize the dignity and worth of all persons;

- willingness to assist others in their learning;

- ability to recognize and work with one's own limitations;

- maintenance of the confidentiality of information, including all electronic communication, 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 measures of professional conduct.

Unprofessional Conduct

Graduate student conduct in the School of Public Administration is subject to the professional standards of entities including, but not limited to, UVic Co-op and Co-op employers. A student exhibiting behaviour that does not meet the standards required by these relevant entities may be required to withdraw from the School.

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 1700 STN CSC

>   Victoria, BCV8W 2Y2

>   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, BCV8P 5C2

>   Canada

Telephone Number:.. 250-721-6120

Fax Number: 250-721-6200

Email: seos@uvic.ca

Website: <www.seos.uvic.ca>

>   Director: Dr. Stan Dosso

>   Email: seosdirector@uvic.ca

Departmental Secretary: Kimberly Smith-Jones

>   Email: seos@uvic.ca

>   Phone:.. 250-721-5133

Graduate Adviser: Dr. John Dower

>   Email: seosgradadvisor@uvic.ca

Graduate Secretary: Allison Rose

>   Email: eosc@uvic.ca

>   Phone:.. 250-721-6120

Faculty Members and Areas of Research

Dante Canil, PhD (Alta), FRSC, Professor

>   Experimental and igneous petrology; petrogenesis of mantle-derived rocks

Laurence Coogan, PhD (Leicester), Professor

>   Mid-ocean ridge processes, oceanic crust, hydrothermal fluxes, geospeedometry, experimental petrology, mantle dynamics

Jay Cullen, PhD (Rutgers), Professor

>   Chemical oceanography, marine geochemistry, phytoplankton-trace metal interactions, marine biogeochemistry of trace metals, bio-inorganic chemistry, paleoceanography and global change, stable isotope geochemistry and development of novel techniques for 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), Professor

>   Effects of interactions between biology and physics on the ecology of larval fish and zooplankton; the structure of pelagic marine ecosystems

Kathryn M. Gillis, PhD (Dal), Professor and Associate Dean of Science

Marine geology; fluid-rock interaction in oceanic hydrothermal systems; formation of the oceanic crust; metamorphic petrology

Colin Goldblatt, PhD (East Anglia), Assistant Professor

Earth system evolution, climate modelling, the early Earth, evolution of planetary atmospheres

Roberta C. Hamme, PhD (Wash), Associate Professor (Canada Research Chair)

Carbon cycle, deep-water formation, ocean mixing, ocean productivity, dissolved oxygen, dissolved noble gases

S. Kim Juniper, PhD (Canterbury), Professor (BC Leadership Chair) and Director (Science & User Engagement) Ocean Networks Canada Society

Marine systems and global change

Jody M. Klymak, PhD (Wash), Associate Professor

Physical oceanography - waves, turbulence, fronts, eddies; processes that dissipate energy from the mean ocean circulation and mediate the mixing of momentum, heat, salt, and passive tracers

Lucinda Leonard, PhD (UVic), Assistant Professor Limited Term

Current tectonics, especially of western North America; seismic and tsunami hazard assessment

Adam Monahan, PhD (UBC), Professor

Climate physics, interaction of weather and climate, meteorology of surface winds, probabilistic and stochastic methods in climate modelling and analysis

Kristin Morell, PhD (Penn State), Assistant Professor

Tectonic geomorphology, landscape evolution, active tectonics, natural hazards

Thomas F. Pedersen, PhD (Edin), FRSC, FAGU, Professor

Paleoclimatology and paleoceanography, sedimentary geochemistry, aquatic chemistry, geochemistry of submerged mine wastes

Vera F. Pospelova, PhD (McGill), Associate Professor

Quaternary palynology, climatic and anthropogenic changes in coastal environments, paleoecology, paleoceanography

Verena Tunnicliffe, PhD (Yale), FRSC, Professor (Canada Research Chair)

Evolution of marine communities, hydrothermal vents, seamounts and fjords; interaction with physical and geological processes

Diana E. Varela, PhD (UBC), Associate Professor

Biological oceanography; biogeochemical cycles; phytoplankton physiology and ecology - variations in marine primary productivity and export production; phytoplankton utilization of nitrogen, silicon and carbon; silicon isotopic fractionation by diatoms

Andrew J. Weaver, PhD (UBC), FRSC, Professor

The role of the oceans in 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 and Emeriti 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 (Wat), CM, FRSC, PGeo

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

Peter Bobrowsky, PhD (Alta)

John F. Cassidy, PhD (UBC)

Earthquake hazard studies, including earth structure, earthquake source determination and wave propagation

N. Ross Chapman, PhD (UBC)

Ocean acoustics, acoustic signal processing, ambient noise, marine seismology, seismic inversion methods

James R. Christian, PhD (Hawaii)

The global carbon cycle, ocean biogeochemistry, ecology of aquatic microorganisms, ocean colour remote sensing

Charles Curry, PhD (St. Mary's)

Global and regional climate modelling, statistical downscaling, carbon cycle modelling, atmospheric radiation and chemistry of trace gases, physical and chemical parameteriazations for climate models

Kenneth L. Denman, PhD (UBC), FRSC

Biological/physical oceanographic interactions, ocean biogeochemical fluxes and climate change

Jan Dettmer, PhD (UVic)

Earth structures and processes probed remotely through inversion of geophysical data, computational (Bayesian) methods to understand data information content to resolve the Earth, tsunami- and earthquake-source studies, fine structure of shallow crust and seabed, crust and mantle structure

Richard Dewey, PhD (UBC)

Physical oceanography, tides, mixing, boundary layers and coastal flows

Michael Eby, BASc (UBC)

Earth system modelling, UVic Earth System Climate Model, carbon cycle - climate feedbacks, carbon emission budgets, terrestrial and ocean biogeochemistry, sea and land ice modelling, paleoclimate, control of glacial cycles, longevity of climate change

David Farmer, PhD (Dal), FRS, FRSC

Physics of ocean surface processes and air-sea interaction; oceanography of straits and coastal waters; internal hydraulics, stratified flows, convection; acoustical oceanography

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

Ann Gargett, PhD (UBC)

Ocean turbulence and its parameterization in climate models, biological/physical interactions

Christopher J.R. Garrett, PhD (Cantab), FRS, FRSC

Physical oceanography, geophysical fluid dynamics and ocean mixing processes

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

Tom Gleeson, PhD (Kingston)

Groundwater sustainability, mega-scale groundwater systems, groundwater recharge and discharge and fluid flow around geologic structures

Richard J. Hebda, PhD (UBC)

Quaternary stratigraphy, vegetation and climate change; Holocene palynology to decode diet, medicine and agriculture of native peoples

Martin Heesemann, PhD (Bremen)

Marine geophysics, seafloor observatories and instrumentation, earthquake seismology, tectonics, tsunamis, and scientific ocean drilling

Philip Hill, PhD (Dal)

Sedimentological study of the Fraser River delta, forming part of the Georgia Basin Geohazards Initiative

Paul Hoffman, PhD (Johns Hopkins)

Snowball Earth, Neoproterozoic Earth history, origin and tectonic history of continents, stable isotopes, paleoceanography, paleoclimate, sedimentary geology, geological mapping

Roy D. Hyndman, PhD (ANU), FRSC

Geophysics, marine and land; active continental margin tectonics and structure; geothermal studies; seismotectonics; magnetotellurics; physical properties of rocks

Debby Ianson, PhD (UBC)

Coastal upwelling regions and the under-studied mid-water (100-1000m) region of the open ocean

Thomas S. James, PhD (Princeton)

Computer modelling focussing on glacio-isostatic adjustment for inferring ice mass history and Earth rheology; high-precision geodetic techniques for measuring crustal deformation and gravity changes; relative sea level and glacial history of British Columbia

Stephen T. Johnston, PhD (Alta)

Tectonic and structural geology; evolution of convergent margins

Honn Kao, PhD (UIUC)

Earthquake seismology: earthquake source studies, velocity structure inversion, seismogenic behaviour and processes in subduction zones, moment-tensor inversion and seismotectonics

David V. Lefebure, PhD (Carlton)

Economic geology and Cordilleran metallogeny, with emphasis on deposit models, mineral potential assessments and databases

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

Norman McFarlane, PhD (Mich)

Global climate modelling; parameterization of physical processes in atmospheric models; middle atmospheric dynamics and modelling

Katrin Meissner, PhD (Bremen)

Paleoclimate modelling; climate system; climate variability; the role of vegetation and ocean in climate change; geophysical fluid dynamics

Joseph Melton, PhD (UVic)

Development and application of terrestrial ecosystem and land surface models for stand-alone simulations and implementation in Earth system models; process modelling, including wetland methane, fire and permafrost carbon

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

Michael Riedel, PhD (UVic)

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

Stephen Rowins, PhD (W Aust)

Genesis of magmatic-hydrothermal ore deposits and mineral exploration methodologies

Oleg Saenko, PhD (MHI NASU, Ukraine)

Global ocean circulation and its influence on climate; water masses; climate variability and feedbacks

Martin Scherwath, PhD (Wellington)

Marine geophysics and geology; gas hydrates; active and passive seismology including seismic processing, structural modelling and seismic imaging; subduction zone processes; continental collision

John F. Scinocca, PhD (Tor)

Atmospheric/oceanic fluid dynamics, climate model development and physical parameterization

Christian Seiler, PhD (Wageningen, Netherlands))

Atmospheric dynamics, extratropical cyclones, global and regional climate models, terrestrial carbon cycle

Michael Sigmond, PhD (Eindhoven)

Seasonal climate predictions (sea ice, stratosphere-troposphere coupling), atmospheric large-scale circulation, regional climate change, ozone hole impacts, Arctic sea ice impacts

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

George D. Spence, PhD (UBC), Professor

Refraction and reflection seismology, marine and land-based; geophysics and tectonics of western Canadian margin and Cordillera

Nadja Steiner, PhD (Inst. Meereskunde Kiel)

Modelling of ocean biogeochemistry; atmosphere-ocean-sea-ice-biochemistry interactions; sulphur cycle; global and site specific modeling

Neil Swart, PhD (UVic)

Climate change and variability, with a focus on change in the physical dynamics and carbon cycle of the ocean

Richard Thomson, PhD (UBC), FRSC

Physical oceanography of the NE Pacific Ocean

Svein Vagle, PhD (UVic)

Air-sea exchange processes, modelling and measurements of bubble dynamics and bubble gas transfer, observations of coastal oceanographic processes including tidal mixing, underwater ambient noise, low-power self-contained data acquisition systems, marine mammal acoustics, and new techniques in fishery acoustics

Knut von Salzen, PhD (Hamburg)

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 Yamazaki, PhD (Texas A & M)

> Chemical oceanography, particularly the role of the carbon cycle in global climate change; pathways of ocean pollution, especially metals and hydrocarbons

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 Geophysics, 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 makeup courses. In doing so, the student must obtain a grade of at least B (5.0) in each makeup course, and an average of B+ (6.0) in the makeup courses. Mature students are advised to consult the Faculty regulations regarding conditional admittance.

Inquiries concerning the graduate program may be addressed to the SEOS Graduate Secretary, School of Earth and Ocean Sciences. Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from the Graduate Admissions and Records website <uvic.ca/garo>. A statement of research interests must be submitted with the completed application.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Language Proficiency", page 30) together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses in addition to other course work.

Deadlines

Applications to graduate studies are considered year round.

PROGRAM REQUIREMENTS

The spectrum of research in the School is broad and will be attractive to students from many areas of the basic and applied sciences; cross-disciplinary research involving faculty and facilities in other departments is encouraged. As an integral part of their program, students are normally required to undertake teaching or research assistantships or equivalent duties within the School.

All graduate students in the School of Earth and Ocean Sciences are required to take EOS 525 (1.5 units). All students are also required to present at the Annual Graduate Student Workshop at least once during their degree program.

The supervisory committee, in consultation with the student, determines the content of the program and the exact division of units between coursework and thesis for each student. For example, the supervisory committee may decide that additional coursework is required depending on the student's background. Coursework may include graduate courses in SEOS or other departments, including directed studies courses (EOS 580) and 300- or 400-level undergraduate courses.

Master's Program

Course Requirements

The Master's program consists of a minimum of 15 units with no fewer than 12 graduate-level credits (i.e. excluding 300- and 400-level undergraduate courses). Normally, students must complete a minimum of 4.5 units of graduate or upper-level undergraduate coursework, with a Master's thesis (EOS 599) making up the remaining units.

Oral Examination

MSc students will be required to defend their completed thesis in a final oral examination open to the public.

Program Length

A student proceeding towards a Master's degree will be required to complete all the requirements for the degree within five years (60 consecutive months) from the date of the first registration in the Master's program.

PhD Program

The PhD program is a full-time program of full-time independent research. Students can expect to take a minimum of two years to complete the program.

Course Requirements

The PhD program consists of 45 units beyond the Bachelor's level, or 30 units beyond the Master's level. PhD students who enter the program with a Master's are normally expected to complete a minimum of 3 graduate or upper-level undergraduate course units. Students who enter the PhD program with a Bachelor, including students who transfer from a Master's to a PhD at UVic, are normally expected to complete a minimum of 7.5 units of coursework. Students enroll in EOS 699 upon registering in the PhD program (or upon switching to the PhD program from the MSc program) and remain enrolled until all dissertation requirements have been completed.

All PhD students are required to give a one hour seminar to the School on their research, normally within six months before the defense of their PhD dissertation. All PhD students must register in EOS 525 as part of their 3-unit graduate course requirement, unless they have previously taken this course in the MSc program. In addition to the minimum 3 graduate or upper-level undergraduate course units, all PhD students must register in EOS 693 (PhD Candidacy Examination). The PhD dissertation (EOS 699) makes up the remaining program units.

Students should consult the department for courses that will be offered in any given year. Admission to any graduate course requires permission of the instructor.

Candidacy

The Candidacy Examination is a requirement of the Faculty of Graduate Studies and cannot be waived. SEOS requires that within two years of first registration as a provisional doctoral student (or 18 months of transferring from a MSc program) 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.

Students enroll in EOS 693 (PhD Candidacy Examination) upon registering in the PhD program (or upon switching to the PhD program from the MSc program) and remain enrolled until all candidacy requirements have been completed.

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 "General Regulations: Graduate Co-op" on page 56.

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 and econometrics. 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 <www.uvic.ca/socialsciences/economics/graduate>

Contact Information

Department of Economics
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    University of Victoria
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    Room 360
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    Canada

Telephone Number:... 250-472-4410
Fax Number: 250-721-6214

Website: <http://www.uvic.ca/socialsciences/economics/>

Chair: Dr. Graham Voss

  Email: econchair@uvic.ca

  Phone:...250-721-8532

Graduate Adviser: Dr. Herbert Schuetze

  Email: egrad@uvic.ca

  Phone:...250-721-8541

Graduate Secretary: Sherri Makepeace

  Email: gradecon@uvic.ca

  Phone:...250-472-4409

Faculty Members and Areas of Research

M. Christopher Auld, PhD (Queen's)

  Health economics, microeconometrics

Judith A. Clarke, PhD (Canterbury)

  Theoretical and applied econometrics

Pascal Courty, PhD (Chicago)

  Industrial organization, personnel economics, behavioural economics

Marco Cozzi, PhD (UCL)

  Macroeconomics, empirical microeconomics, computational economics

Merwan Engineer, PhD (Queen's)

  Economic development and growth, quality of life

Martin Farnham, PhD (Michigan)

  Public finance, labour economics, urban economics

Donna Feir, PhD (UBC)

  Labour economics, applied econometrics, aboriginal policy

Rob Gillezeau, PhD (Michigan)

  Economic history, labour economics

David E. Giles, PhD (Canterbury)

  Econometrics, statistics

Elisabeth Gugl, PhD (Rice)

  Public economics, family economics, applied microeconomic theory

Emma Hutchinson, PhD (Michigan)

  Environmental economics, law and economics, applied microeconomics

Peter W. Kennedy, PhD (Queen's)

  Microeconomic theory

Alok Kumar, PhD (Queen's)

  Monetary economics, macroeconomics, development economics

Daniel Rondeau, PhD (Cornell)

  Environmental and resource economics, microeconomics, experimental methods

Nilanjana Roy, PhD (California, Riverside)

  Econometrics, development economics

Herbert J. Schuetze, PhD (McMaster)

  Labour economics

Paul Schure, PhD (EUI, Florence)

  Financial economics, financial intermediation theory, industrial organization

David Scoones, PhD (Queen's)

  Applied microeconomics, microeconomic policy, conflict economics

Kenneth G. Stewart, PhD (Michigan)

  Econometrics, macroeconomics

G. Cornelis van Kooten, PhD (Oregon State)

  Agricultural and resource economics

Graham M. Voss, PhD (Queen's)

  Macroeconomics, international economics, monetary economics

Linda A. Welling, PhD (Western)

  Economics of the family, industrial organization, microeconomic theory

Adjunct and Cross-Listed Appointments

Jen Baggs, Business, PhD (UBC) (2016-2019)

  International business

Lynda Gagné, Public Admin., PhD (UBC) (2014-2017)

  Economic evaluation, health economics, ecological economics

Charles Knickerbocker Harley, Adjunct Professor, PhD (Harvard) (2014-2017)

  Economic history

Jill R. Horwitz, Adjunct Professor, JD, PhD (Harvard) (2016-2019)

  Health Policy, law and economics

Alan Mehlenbacher, Adjunct Assistant Professor, PhD (UVic) (2015-2018)

  Applied computational economics

Bradley Stennes, Adjunct Associate Professor, PhD (UBC) (2016-2019)

Forest economics, natural resource economics

Lili Sun, Adjunct Assistant Professor, PhD (UVic) (2015-2017)

Forest economics, natural resource economics

Lindsay Tedds, Public Admin., PhD (McMaster) (2014-2017)

Applied economics, public economics, economies 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). 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 students who receive funding support, funding is usually promised for one year for MA students and three years for PhD students. 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 scholarships.

ADMISSION REQUIREMENTS

General

Applicants to either program must satisfy the department that they have the necessary skills in mathematics, statistics, as well as written and verbal communication to undertake the program. To this end, the department may require evidence of appropriate writing skills prior to admission.

Applicants with an undergraduate degree from a Canadian or U.S. university are ordinarily not required to take the Graduate Record Exam (GRE), although it may be an advantage to do so. All other students must take the GRE. The Faculty of Graduate Studies and/or the Graduate Adviser may require any student to complete this aptitude exam. Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, and who have not resided in Canada or other English speaking countries for at least three consecutive years immediately prior to the session applied for, must meet the "English Language Proficiency", page 19, for admission.

Applicants who have minimal undergraduate training in economics may be considered for a preliminary program. Such students typically have a cumulative GPA of 7.0 (A-) or higher from their undergraduate degree, have strong skills in mathematics and statistics and have undertaken some undergraduate courses in economics. This preliminary program, taken as a non-degree undergraduate student, requires 15 units of Economics courses, including microeconomic, macroeconomic and econometric theory, as well as electives tailored to the student's needs and interest, chosen in consultation with the department Graduate Adviser. A minimum GPA of 7.0 (A-) in these courses will result in automatic admission to the MA program; a student with a lower GPA may enter after selection in the regular admission process. To be considered for the preliminary program, applicants must first apply to the MA program and then email the Graduate Adviser, providing a brief rationale as to why they are looking to be admitted to the preliminary program. Applicants will not be admitted to the preliminary program as a way to better their existing economics undergraduate degree.

Entry into either the MA or PhD program is in September. Availability of courses and faculty varies from year to year. The department web page should be consulted for the most up-to-date information: <www.uvic.ca/socialsciences/economics/graduate>.

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. All

applicants are required to provide a detailed statement of research interests as part of their application. Selection is competitive, based upon the research statement, 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 a waiver for up to 12 units of required course work towards their PhD program. Students wishing to transfer from another graduate program may also receive credit towards their program. The student's supervisory committee, in consultation with the Graduate Adviser, will determine the transfer of credits.

Deadlines

The entry point to the Department of Economics is September of every year. Non-Canadian citizens and non-Canadian permanent residents must apply to the Graduate Admissions and Records Office by December 15. Applications for Canadian citizens and Canadian permanent residents must be received by the Graduate Admissions and Records Office by January 31. All documents should be submitted by these dates.

Applicants should keep in mind that substantial lead time is required to register for and take (if required) the GRE and the English language proficiency test in time for results to be received within the deadline.

PROGRAM REQUIREMENTS

Thesis-based Master's

The department offers two programs leading to the MA degree in Economics: a thesis option, and a project-based option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)   Microeconomic Analysis
ECON 501 (1.5)   Macroeconomic Analysis
ECON 545 (1.5)   Econometric Analysis

Successful completion of an additional 6 units of courses subject to the approval of the student's supervisory committee. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department may include up to 3 units of courses numbered at the 400 level as well as graduate courses in other departments. Directed Studies (ECON 595) provides the means of pursuing subject areas that are not covered in the listed courses. (Students 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.

Thesis

Successful completion of a formal written thesis prospectus.

Successful completion of a Master's thesis (ECON 599). The thesis is awarded 4.5 units.

The thesis is based on a major research project, the topic of which is determined by the student in consultation with his or her supervisory committee. The appropriate nature and length of the thesis is determined by the supervisory committee, with more technical theses generally being shorter than those with more literary content. Each candidate shall defend their thesis in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

Project-based Master's

The department offers two programs leading to the MA degree in Economics: a thesis option, and a project-based option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)   Microeconomic Analysis
ECON 501 (1.5   Macroeconomic Analysis
ECON 545 (1.5)   Econometric Analysis

Successful completion of an additional 7.5 units of courses. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies.) Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Final Project

Successful completion of an Extended Essay (ECON 598). The Extended Essay is awarded 3 units.

The essay is based on an independent research project and may consist of an extended version of a course project. The topic is decided by the student in consultation with the student's supervisory committee. The appropriate nature and length of the essay is determined by the supervisory committee, with more technical essays generally being shorter than those with more literary content. Each candidate shall defend their essay in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

PhD Program

Course Requirements

Students are required to take the six core courses (9 units) listed below as well as a minimum of three field courses (4.5 units) for a total of at least 13.5 units. A student's supervisory committee determines the field courses required.

Core Courses

ECON 500 (1.5)	Microeconomic Analysis
ECON 501 (1.5)	Macroeconomic Analysis
ECON 545 (1.5)	Econometric Analysis
ECON 546 (1.5)	Themes in Econometrics
ECON 551 (1.5)	Information and Incentives
ECON 552 (1.5)	Macroeconomic Issues

Students who enter the PhD with an MA degree may receive a waiver for a maximum of 12 units of required course work, depending on the nature of the courses they completed as part of their MA program.

Candidacy

Successful completion of the Candidacy Examination ECON 693 (3 units), which is based on overall performance in the program as well as:

1. Successful completion of two of the three comprehensive examinations: Microeconomic Theory, Macroeconomic Theory, and Econometrics.

2. An oral examination of the student's progress towards a dissertation research program.

A student's supervisory committee determines the comprehensive examinations required. A student may not take a comprehensive examination more than twice. Comprehensive examinations will be offered twice a year. Each examination will be set and graded by a Comprehensive Exam Committee consisting of at least two faculty members of the department.

A student's supervisory committee determines the requirements of the oral examination for Candidacy.

Students are required to register continuously for ECON 693 until the Candidacy Examination requirements have been completed and a decision on candidacy has been submitted to the Faculty of Graduate Studies. The Department requires that within thirty months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass the candidacy examination.

In exceptional circumstances, a student's supervisory committee, with the approval of the Department's Graduate Committee, may set alternative Candidacy requirements.

Dissertation

Successful completion of a dissertation (ECON 699). The dissertation is written under the supervision of a supervisory committee, nominated by the Department of Economics, and approved by the Dean of Graduate Studies. The supervisory committee shall comprise at least four members, all of whom normally will be members of the Faculty of Graduate Studies, and at least one of whom will be from a department outside the Department of Economics. The student's academic supervisor shall be the Chair of the supervisory committee. A written proposal for the dissertation is to be approved by the supervisory committee. The appropriate nature and length of the dissertation is determined by the supervisory committee. The expected length of the dissertation will vary with the nature of the work, with more technical dissertations generally being shorter than those with more literary content.

Oral Examination

Each candidate shall defend their dissertation in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the PhD program, including fulfillment of the Co-operative Education requirements, if relevant, within five years of enrolment.

CO-OPERATIVE EDUCATION

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. MA students must have successfully completed 9.0 units of graduate course work prior to the commencement of their first work term and ECON 516 must be included in the student's MA program. It is highly recommended that MA students complete ECON 516 early on in their program. PhD students must normally complete ECON 693 Candidacy prior to the commencement of their first work term.

Students require permission from their supervisor and graduate adviser, as well as the Co-op coordinator, to participate in the Co-op program. Interested students should contact the Economics Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op", page 56.

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

Location: MacLaurin Building, Room A439

Mailing Address:

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>
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> PO Box 1700 STN CSC
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Chair: Dr. Tim Black

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>
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Graduate Program Assistant (Counselling and Educational Psychology): Stacey Brownell

> Email: eplsgrad@uvic.ca
>
> Phone:...250-721-7883

Graduate Program Assistant (Leadership): Vivian McCormick

> Email: leadgrad@uvic.ca
>
> Phone:...250-472-5005

Faculty Members and Areas of Research

Timothy G. Black, PhD (British Columbia) R. Psych.

> Military to civilian transition, group counselling, Integral psychology, military and civilian trauma; Posttraumatic Stress Disorder (PTSD); counsellor training/education, Therapeutic Enactment, counselling men

Wanda Boyer, PhD (Southern Mississippi)

> Early childhood and Elementary Education: learning and development, self-regulation and emotion regulation, play therapy, special education, family development, research methodology and designs, and research ethics

Darlene E. Clover, PhD (Toronto)

> Women and leadership, community and cultural activism and leadership, feminist pedagogy, nonformal and adult education, arts-based research and education, international comparative education and research, arts and cultural institutions, environmental adult education and ecological leadership

Carolyn L. Crippen, PhD (North Dakota)

> Servant-leadership, educational history, learning organizations and cultural change, senior and school administration, school board governance, chaos theory, Icelandic culture, teacher education

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 and international education

Tatiana Gounko, PhD (Alberta)

> Internationalization and educational reform, comparative and international education, higher education, educational administration and leadership, international agencies and educational policy

Allyson Hadwin, PhD (Simon Fraser)

> Self-regulation, motivation and procrastination, emotion regulation, collaborative learning, classroom tasks, environments and technologies for learning, engagement, retention and transitions

Gina Harrison, PhD (British Columbia) R. Psych.

> Cognitive and linguistic processes of reading and writing in children and adults, applied psycholinguistics, neurodevelopmental disorders especially learning disabilities, assessment and intervention in school psychology and special education

E. Anne Marshall, PhD (Toronto) R. Psych., Provost's Community-Engaged Scholar

> Adolescent and emerging adult transitions and identity, counselling and research in Indigenous communities, cultural approaches to counselling, interdisciplinary and community-engaged research, qualitative inquiry, relational-cultural theory, counsellor skill development, career and life planning

Joan M. Martin, PhD (Notre Dame)

Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology

Donna McGhie-Richmond, PhD (OISE, Tor)

Inclusive education, teacher beliefs and practices in diverse and inclusive classrooms, teacher education, online teaching, universal design for learning, assistive technology

Catherine McGregor, PhD (Simon Fraser)

Social justice leadership including democratic, distributed and teacher leadership; civic and social justice learning, including situated and/or place based learning; women in leadership; policy and politics in education; qualitative design in educational research including narrative and discourse analysis, arts based, participatory, feminist, critical, queer and post structuralist approaches to research

Natalee Popadiuk, PhD (Calgary) R. Psych.

Relational perspectives of international student adjustment; international student career decision-making and university-to-work transitions; international student strengths and successes; middle school students' cultural identity construction; internationalizing the curriculum; women's experiences of breast cancer treatment; sibling bereavement experiences during childhood; qualitative research approaches

Jillian Roberts, PhD (Calgary) R. Psych.

Medically fragile school children, concepts of quality of life, psychology of the individual, program planning, ethics and qualitative research methodology, multimedia applications in educational psychology, children's sexual education

Susan L. Tasker, PhD (McMaster) CCC

The human condition, wellbeing, and adjustment in the face of unplanned major life-events such as brain injury and homicidal loss

W. John C. Walsh, PhD (Simon Fraser) R.Psych.

Cognition and motivation, quantitative methods, multivariate techniques; school psychology, assessment of children with learning problems

Degrees and Specializations Offered

- Counselling Psychology — project-based MA, thesis-based MA

- Indigenous Communities Counselling — project-based MA, thesis-based MA

- Educational Psychology — MEd, MA, PhD

  -Learning and Development

  -Measurement, Evaluation, and Computer Applications

  -Special Education

- Leadership Studies — MEd, MA

Counselling Psychology

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

Indigenous Communities Counselling

The Department of Educational Psychology and Leadership Studies in partnership with Indigenous Education in the Faculty of Education and community partners have collaborated to develop a unique graduate counselling program that is relevant to and consistent with the values and traditions of Indigenous communities.

Seven key values and principles, developed together with Indigenous community partners, educators, and helping professionals, guide the program framework and delivery:

- The Indigenous paradigm as central

- The sacred and the spiritual dimension

- The ancestral dimension

- Stories, ceremony, culture, language, and communal healing

- The earth and our relatives

- The circle

- Counselling vocation and practice

Educational Psychology Focus Areas

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 (see "Individual Graduate Programs by Special Arrangement (SPARR)", page 34) 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.

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 scholarships, 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/>.

A list of awards and financial support can be found at: <www.uvic.ca/graduatestudies/finances/financialaid/index.php>.

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 (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 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: <www.uvic.ca/registrar/safa/work-study/index.php>.

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: ephecoop@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 normally 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 resumé and a brief letter of intent. Other requirements include information on prerequisite courses, previous field experience, assessment reports, references, and personal statements.

Applicants for admission whose first language is not English should consult www.uvic.ca/education/psychology/future/home/elpr/index.php for English Language proficiency requirements.

Potential applicants may contact the Graduate Program Assistant for application information about specific programs. They may also visit our website: <www.uvic.ca/education/psychology>

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

Admission To Master's Programs

Counselling Psychology

Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. Thesis-based MA applicants must have at least 1.5 senior undergraduate credit in statistics that cover descriptive statistics including univariate and regression analysis. Thesis-based 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.uvic.ca/education/psychology/future/masters/counselling/index.php> for more detailed information and guidelines.

1. An acceptable bachelor's degree from an accredited university and normally a grade point average of 6.0 (B+) in the last two years of academic work.

2. Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. All applicants are required to have three units of relevant 3rd or 4th year coursework in Educational Psychology, Psychology or a related helping discipline in the following two areas: Learning/Cognition and Abnormal Psychology/Psychopathology. Thesis-based MA applicants must have at least 1.5 units of undergraduate credit in statistics that covers descriptive statistics and univariate inferential statistics.

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 significant number of counselling related hours is required that are documented in a complete resumé. 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 thesis-based MA 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 consideration 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.

11. As a condition of admission to all Counselling Psychology programs, students must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act.

Indigenous Communities Counselling

The program is open to both Indigenous and non-Indigenous applicants. Consistent with University of Victoria policy on equity and access, preference will be given to Indigenous applicants and those working in a helping capacity with Indigenous Communities.

1. Applicants are required to have completed a baccalaureate degree with at least a B+ average (78%) in the last two years of course work.

Applicants with less than a "B+" average (6.0 GPA) on their undergraduate degree may be eligible for admission as a Mature Student.

2. In order to be eligible for registration with provincial and national counsellor certification bodies, applicants are expected to have a broad understanding of helping principles and issues as a result of their academic course work. A minimum of 3.0 units of relevant 3rd and 4th year coursework is required, in Aboriginal or Indigenous helping/healing, educational psychology, psychology, child and youth care, or a related helping discipline. Examples include PSYC 330 Personality, ED-D 419 Introduction to Indigenous Helping and Healing, or CYC 338 Applying Developmental Theory in Child and Youth Care. Applicants should provide a list of these relevant courses and the grades obtained with their application.

3. Completion of pre-requisite courses ED-D 414 Group Processes, ED-D 417 Effective Interpersonal Communication, and ED-D 418 Introduction to Theories of Counselling with at least a B+ grade is required. Applicants requesting equivalency must send detailed course outlines (syllabi) and other supporting information to the Graduate Advisor prior to application.

    Applicants who have not completed all required pre-requisite courses should be registered in these courses by March 15 of application year and indicate this in their personal statement. Applicants may be offered admission to the program conditional upon completion of whatever required courses are outstanding. All courses must be completed before program start.

4. Successful, relevant field experience must be completed prior to the application deadline and documented in a complete résumé. For the Indigenous Communities Counselling program, we are particularly interested in applicants who have completed all or part of their field experience in Indigenous based settings. Field experience is defined as working in a helping capacity in a counseling, helping-related or teaching-related setting with children, adolescents, or adults. 200 hours are recommended.

5. Two Assessment Reports (references to be sent directly to Graduate Records and Admissions) from professors and/or supervisors are required.

6. Applicants are required to submit a minimum of two Counselling Skills Evaluations. 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) describing future work plans and motivation for graduate work in Counselling is also required. Please address the following:

- How your enrolment in the ICCP at the University of Victoria might help you meet important personal and/or community goals. What background and/or experience do you have related to helping in Indigenous communities?

- What preferences do you have in terms of course content and style of teaching, skill development, and personal learning?

- What are your strengths and weaknesses as a person, learner, and counsellor?

- What personal and/or cultural values are most important to you and how do they influence your views about being a counsellor?

- In what type of setting would you like to work following graduation from a counselling program and with what client population would you like to work?

- Add any other relevant information that you think would help the admissions committee to know about you as a person, a community member and a potential counsellor.

- Indicate the names of the people who have been asked to submit your Counselling Skills Evaluations.

- Applicants are advised to use the above headings in abbreviated form in the Personal Statement, to facilitate the reading of material. The personal statement should be typed, double spaced, with normal margins and should be no longer than 5 pages. Please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available). Students who reactivate their file should submit an updated personal statement and résumé.

8. 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.

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

10. As of September 2011, 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.

Additional information about the Indigenous Communities Counselling program can be found at <www.uvic.ca/education/psychology/programs/graduate/counsellingpsych/community/index.php>.

Please contact our Program Coordinator or current Academic Advisor if you have any questions regarding the application process and/or whether you meet the above admission criteria.

Educational Psychology Focus Areas

General Requirements

- An acceptable bachelor's degree from an accredited university and normally a grade point average of 6.0 (B+) in the last two years of academic work. 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 (resumé).

- Criminal Record Check in compliance with the BC Criminal Records Review Act.

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 Studies

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 Psychology and Leadership Studies requires an acceptable Bachelor's degree from an accredited University and normally 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 brief resumé and a letter of intent. *Applicants require 3 years of work experience or a leadership role in education, community and/or public service. 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. *Applicant must contact leadgrad@uvic.ca prior to applying.

Leadership Studies' students whose course work or research involves contact with vulnerable populations will be required to undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act.

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 project-based 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 verbal, quantitative, and analytical writing sections 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.

Admission to the PhD Program in Leadership Studies

A limited number of candidates are accepted for a PhD in the Leadership Studies program by Special Arrangement only. Contact the Leadership Studies Program unit for more information.

Deadlines

Please consult the department website for specific deadline dates: <www.uvic.ca/education/psychology/index.php>.

PROGRAM REQUIREMENTS

Master's in Counselling Psychology

The program requirement for the project-based MA degree is a minimum of 27 units of study. The thesis-based MA degree is a minimum of 28.5 units of study. The following ED-D courses are restricted to graduate students who have been admitted to either the project-based MA or thesis-based MA counselling program, or by permission of the department: ED-D 514, 518, 519 (A, C, D, E, G, H, J, K, L, N, and P), 521, 522, 523, and 524.

Project-based MA Program Requirements

A minimum of 27 units of course work is required in the project-based MA program and a comprehensive exam. The program of study includes the following required courses:

Project-based MA Program Requirements

ED-D 503 (1.5)	Program Development and Evaluation
ED-D 514 (1.5)	Assessment in Counselling
ED-D 518 (1.5)	Advanced Seminar in Theories of Counselling Psychology
ED-D 519C (1.5)	Ethics and Legal Issues in Counselling
ED-D 519H (1.5)	Career Development and Counselling Across the Life Span
ED-D 519L (1.5)	Group Counselling
ED-D 519N (1.5)	Diversity, Culture and Counselling
ED-D 522 (3.0)	Skills and Practice for Counselling
ED-D 523 (3.0)	Internship in Counselling
ED-D 561A (1.5)	Methods in Educational Research
ED-D 597 (1.5)	Comprehensive Examination
ED-D 598 (3.0)	Project
Electives (4.5)	to be chosen in consultation with student's supervisor

TOTAL: **27.0 units**

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e. Learning and Development, Special Education, -Measurement, 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.

Thesis-based MA Program Requirements

A minimum of 28.5 units of study is required in the thesis-based 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 563 or equivalent in addition to ED-D 560 and ED-D 561A. The program of study includes the following required courses:

ED-D 503 (1.5)	Program Development and Evaluation
ED-D 514 (1.5)	Assessment in Counselling
ED-D 518 (1.5)	Advanced Seminar in Theories of Counselling Psychology
ED-D 519C (1.5)	Ethics and Legal Issues in Counselling
ED-D 519H (1.5)	Career Development and Counselling Across the Life Span
ED-D 519L (1.5)	Group Counselling

Thesis-based MA Program Requirements

ED-D 519N (1.5)	Diversity, Culture and Counselling	
ED-D 522 (3.0)	Skills and Practice for Counselling	
ED-D 523 (3.0)	Internship in Counselling	
ED-D 560 (1.5)	Statistical Methods in Education	
ED-D 561A (1.5)	Methods in Educational Research	
ED-D 599 (6.0)	Thesis	
Electives (3.0)	to be chosen in consultation with student's supervisor	
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 project-based MA degree generally takes two years of full-time study on campus to complete. The thesis-based MA degree also requires a minimum of two years of full-time study and often will require at least one additional semester to complete the thesis.

Master's in Indigenous Communities Counselling

The program requirement for the project-based MA degree is a minimum of 25.5 units of study. The thesis-based MA degree is a minimum of 28.5 units of study. The following ED-D courses are restricted to graduate students who have been admitted to either the project-based MA or thesis-based MA counselling program, or by permission of the department: ED-D 514, 518, 519 (C, L, P, R and S), 521, 522, 523, 525 and 564A.

Project-based MA Program Requirements

A minimum of 25.5 units of course work is required in the project-based MA program and a comprehensive exam. The program of study includes the following required courses

ED-D 525 (1.5)	Indigenous Healing and Spirituality
ED-D 518 (1.5)	Advanced Seminar in Theories of Counselling Psychology
ED-D 519C (1.5)	Ethics and Legal Issues in Counselling
ED-D 514 (1.5)	Assessment in Counselling

Project-based MA Program Requirements

ED-D 522 (3.0)	Skills and Practice for Counselling
ED-D 523 (3.0)	Internship in Counselling
ED-D 519R (1.5)	Indigenous Development and Counselling across Generations
ED-D 519L (1.5)	Group Counselling
ED-D 564 (1.5)	Indigenous Research and Program Evaluation
ED-D 519P (1.5)	Trauma Counselling (or other elective)
ED-D 521 (1.5)	Theory and Practice in Family Counselling (or other elective)
ED-D 519S (1.5)	Addictions Counselling (or other elective)
ED-D 597 (1.5)	Comprehensive Examination
ED-D 598 (3.0)	Project
TOTAL:	**25.5 units**

Students in the project-based MA program may apply to transfer to the thesis –based MA program. Transfer application requires a letter of intent, a minimum 20-page thesis proposal, and a statement of support from a potential thesis supervisor. Only a very small number of transfer students can be accommodated, depending on supervisor match and availability. Transfers would normally be considered in the second year of the program.

Thesis-based MA Program Requirements

A minimum of 28.5 units of study is required in the thesis-based MA program, and includes a thesis and its oral defense. The program of study includes the following required courses:

ED-D 525 (1.5)	Indigenous Healing and Spirituality
ED-D 518 (1.5)	Advanced Seminar in Theories of Counselling Psychology
ED-D 519C (1.5)	Ethics and Legal Issues in Counselling
ED-D 514 (1.5)	Assessment in Counselling
ED-D 522 (3.0)	Skills and Practice for Counselling
ED-D 523 (3.0)	Internship in Counselling
ED-D 519R (1.5)	Indigenous Development and Counselling across Generations
ED-D 519L (1.5)	Group Counselling
ED-D 564 (1.5)	Indigenous Research and Program Evaluation
ED-D 519P (1.5)	Trauma Counselling (or other elective)
ED-D 521 (1.5)	Theory and Practice in Family Counselling (or other elective)
ED-D 519S (1.5)	Addictions Counselling (or other elective)
ED-D 560 (1.5)	Statistical Methods in Education
ED-D 599 (6.0)	Thesis
TOTAL:	**28.5 units**

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 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.

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
                  - 506A: Cognitive Development
                  - 506B: Social and Emotional Development
                  - 506C: Adolescent Development
                  - 506D: Early Childhood and Middle Years Development
ED-D 570 (1.5)   Instruction and Technologies to Promote Self-Regulated Learning and Strategy Use
ED-D 509 (1.5)   Psychology of Learning and Instruction
ED-D 591 (1.5)   Selected Topics in Education
ED-D 562 (1.5)   Advanced Statistical Methods in Education

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

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

Required Courses (12 units)

(any 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

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

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

Special Education Focus Area Requirements (MA and MEd)

Required Courses (13.5 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 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

7.5 units in Special Education composed of:

ED-D 515 (1.5)   Advanced Assessment in Special Education

ED-D 516 (1.5)   Advanced Intervention in Special Education

ED-D 568 (1.5)   Inclusive Education in the 21st Century

ED-D 569 (1.5)   Developmental Psychopathology and Disorders

Required Courses (13.5 units)

ED-D 571 (1.5)   Advanced Assistive Technology in the Inclusive Classroom

1.5 units of elective coursework 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 18.0 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: (10.5 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 541, 542, 590, 591E, 610.

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.

Normally up to 4.5 units of electives are allowed from outside of Leadership Studies and faculties across campus. All electives must be at the 500 level and approved by the Graduate Adviser. To obtain approval, students must demonstrate how proposed electives are pertinent to their program of study.

Compulsory Comprehensive Examination(1.5 units): ED-D 597 is the final requirement of the program, which is set three times each year in November, April and late-August. It consists of a three hour written exam in which a candidate is expected to demonstrate the synthesis and application of concepts and theories in Leadership Studies.

MA Program Requirements

The MA degree requires 18.0 units of study including a thesis (ED-D 599 – 6.0 units) and an oral examination.

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

ED-D 531 (1.5)   Concepts and Theory of Organization

ED-D 533D (1.5)   Concepts and Theories of Leadership in Learning Contexts: Leadership

ED-D 538A (1.5)   Community Leadership and Adult Learning

ED-D 539A (1.5)   Leadership, Learning and Social Justice

Compulsory courses

ED-D 599 (6.0)   Thesis

A total of 3 units in qualitative and/or quantitative research design taken within any faculty at UVic. These will be completed prior to beginning the thesis.

Other Courses: (7.5 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 541, 542, 590, 591E, 610.

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: (3 units). Normally, up to 3 units can be taken from other departments (EDCI, EPHE) in the Faculty of Education or other faculties across campus (permission of supervisor required).

Program Length

The MEd degree program 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 will often require at least one year to complete the thesis.

PhD Program in Educational Psychology

Advanced doctoral studies in Educational Psychology with special focus in one of the following: Special Education; Learning and Development; or Measurement, Evaluation and Computer Applications.

This program prepares students to contribute to theory, research and practice in the field of Educational Psychology relevant to their chosen area of focus. Graduates of the program pursue academic, research, government, and professional careers. The flexibility of the program and breadth of faculty expertise provide students with opportunities to pursue individualized scholarly and professional goals in close collaboration with faculty supervisors. Students are encouraged to complete a research apprenticeship and an apprenticeship in teaching in higher education.

Program requirements

The minimum total number of units required for the PhD program is 46.5 units. The program requires a minimum of 13.5 units of coursework, a candidacy examination (3.0 units), and a dissertation (minimum 30.0 units). Of the 13.5 units of coursework

required, all students must take ED-D 660 (Doctoral Seminar in Contemporary Issues in Educational Psychology), and a minimum of 4.5 units of advanced statistics/research methodology.

A student may transfer a maximum of 3.0 units of graduate credits to his/her doctoral program if the course(s) was completed before entering the doctoral program and not used to obtain any degrees. Courses eligible for transfer must be relevant to the program of study and completed within five years of the date of application. The transfer must be approved by the student's supervisory committee and the graduate advisor for the program area.

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. Normally, within thirty six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass the candidacy examination.

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.

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.

Note

Students who wish to be eligible for registration as a psychologist with the B.C. College of Psychologists must consult the College of Psychologists of British Columbia.

Graduate Certificate in Learning and Teaching in Higher Education (LATHE)

The LATHE Graduate Certificate is a 6.0 unit program that is designed for graduate students who will be pursuing a career in post-secondary teaching or in other settings where extensive teaching of adults occurs. By completing a series of courses, workshops and guided experiences, students will acquire knowledge of current research, theory and pedagogical skills that will enable them to become effective instructors in higher-education and similar settings.

Students normally will enroll in the LATHE program concurrently with their discipline-based Master's or Doctoral studies. During the certificate, students take ED-D 600 (1.5) Learning and Teaching in Higher Education; ED-D 605 (3.0) Educational Psychology: Apprenticeship in Teaching in Higher Education; and ED-D 610 (1.5) Contemporary Issues in Higher Education.

NOTE: The LATHE certificate is not designed to lead to certification as a K-12 teacher in the Public School System.

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 MCK 112) early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 56.

Electrical and Computer Engineering

GENERAL INFORMATION

The Department of Electrical and Computer Engineering offers graduate programs leading to the degree of Master of Applied Science (MASc), or a degree of Master of Engineering (MEng), or a degree of Doctor of Philosophy (PhD) in Electrical Engineering or Computer Engineering. The department also participates in the Co-operative Education program at the graduate level. Research areas include the following:

- biomedical engineering

- communication, signal processing and control

- computer engineering and networking

- computer security and forensics

- electromagnetics and photonics

- electronics and energy

- materials and devices

- software engineering

Further information can be found at the department's web page at www.ece.uvic.ca/researchareas.shtml.

Contact Information

Department of Electrical and Computer Engineering

Location: EOW, Room 448

Mailing Address:

> PO Box 1700 STN CSC
>
> Victoria, BCV8W 2Y2
>
> Canada

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Website: <www.ece.uvic.ca>

Chair: Dr. Michael McGuire

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Graduate Secretary: M.A.Sc., PhD, NOND

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Graduate Secretary: M.Eng., MTIS

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>
> Phone:... 250-721-8781

Faculty Members and Areas of Research

Professors Emeritus

Andreas Antoniou, PhD (London)

> Analog and digital filter design, digital signal processing, electronic circuits, optimization methods

Wolfgang J.R. Hoefer, Dr-Ing (Grenoble)

> Microwave, millimeter wave, optical theory and applications, computational electromagnetics and numerical field modelling, high speed circuit analysis and synthesis, metamaterials, superresolution imaging

R. Lynn Kirlin, PhD (Utah State)

> Statistical signal processing, detection and estimation: speech, sonar, HF and K-band radar, image, seismic; sensor array processing; adaptive filters; 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

Eric G. Manning, PhD (Illinois)

> Computer networks, distributed computing, multimedia

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

Professors

Panajotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)

Digital signal processing, multidimensional systems, control systems

Amirali Baniasadi, PhD (Northwestern)

Low-power design, power-aware architectures, VLSI, interconnect, high-performance processors, graphics processing unit

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 feed systems, ultra-wideband and multi-band RF systems in modern integrated circuits, EM-based computer-aided antenna and component design

Lin Cai, PhD (Waterloo)

Wireless networks and mobile computing, resource and mobility management, flow and congestion control, medium access control, multimedia services, cross-layer design

David W. Capson, PhD (McMaster)

Computational vision, algorithms and architectures for accelerated and embedded image analysis, vision-based applications in robotics, metrology, inspection, and servo systems

Thomas E. Darcie, PhD (Toronto) - Tier I Canada Research Chair in Optical Systems for Communications, Imaging and Sensing

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) - Lansdowne Chair in Computer Engineering

Computer architecture, power aware computing, neural networks

Xiaodai Dong, PhD (Queen's) - Tier II Canada Research Chair in Ultra Wideband Communications

Wireless communications theory and systems, ultra-wideband communications, radio propagation, cooperative communications, cognitive radio, green communications,

machine-to-machine communications, wireless security, smart grid, nano communications

Peter F. Driessen, PhD (British Columbia)

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

Fayez Gebali, PhD (British Columbia)

Parallel algorithms, computer communications, computer architecture, computer arithmetic, multicore systems

Reuven Gordon, PhD (Cambridge) - Tier II Canada Research Chair in Nanoplasmonics

Nanophotonics, plasmonics, biophotonics, biosensors, optical trapping, lab-on-chip devices, nanotechnology and nanofabrication

T. Aaron Gulliver, PhD (Victoria) - Tier I Canada Research Chair in Advanced Wireless Communications

Wireless communications, ultra-wideband systems, wireless networks, cross-layer design, optical communications, cognitive radio, OFDM and MIMO systems, source coding, algebraic coding theory, information theory, cryptography and security, software radio, communication algorithms, smart grid

Harry H. L. Kwok, PhD (Stanford)

Advanced materials, electronic devices and IC design, mixed-mode circuits

Kin Fun Li, PhD (Concordia)

Web mining, human machine interface, computer architecture

Wu-Sheng Lu, PhD (Minnesota)

Design and analysis of digital filters, wavelets and filter banks, DSP for telecommunications, numerical optimization and applications

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; electronic, optical and structural properties of expitaxial 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

Associate Professors

Michael D. Adams, PhD (British Columbia)

Digital signal processing; image/video/audio processing and coding; digital geometry processing; wavelets, subdivision, and filter banks; algorithms; multimedia systems; data compression; computer graphics

Alexandra Branzan Albu, PhD (Bucharest)

Computer vision, pattern recognition, image processing, human computer interaction

Tao Lu, PhD (Waterloo)

Photonic devices, bio-photonics, nano-photonics, optical device fabrication and modelling

Michael L. McGuire, PhD (Toronto)

Model-based and adaptive filtering, digital signal processing and wireless network control

Stephen W. Neville, PhD (Victoria) - Director, ASPIRe Centre

Computer and network privacy and security, engineering of large-scale software systems, artificial intelligence, statistical signal processing and pattern recognition, analysis of big data, data science

Christo Papadopoulos, PhD (Brown)

Nanoelectronics, nanomaterials, nanofabrication and self-assembly

Daler N. Rakhmatov, PhD (Arizona)

Energy-efficient computing, dynamically reconfigurable systems, electronic design automation

Mihai Sima, PhD (Bucharest), PhD (Delft)

Computer architecture, reconfigurable computing, circuit design, 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

Adjunct Professors

Mostafa I.H. Abd-El-Barr, PhD (Toronto)

Parallel processing, computer architecture, reliable and fault tolerant computer systems design, digital systems testing, networks optimization, multiple-valued logic systems design

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

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

Kris Caputa, PhD (Victoria)

Electronics for astronomy, adaptive optics, control engineering, analog and digital circuits, sensor arrays, RF and microwaves

M. Watheq El-Kharashi, PhD (Victoria)

Secure hardware, 3D-chips, Systems-on-Chip (SoC), Networks-on-Chip (NoC), Networking Processing Units (NPU's), multi-core systems, advanced microprocessor design, computer architecture and computer networks education

Morteza Esmaeili, 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

Mazen O. Hasna, PhD (Minnesota)

Digital communication theory and its application to performance evaluation of wireless communication systems over fading channels, cooperative communications, ad hoc networks, cognitive radio, network coding

Atef A. Ibrahim, PhD (Cairo)

Bioinformatics, Digital VLSI design, System-on-Chip design, embedded hardware systems for cryptosystems, computer arithmetics (addition, multiplication, division), hardware implementation for modular arithmetic, parallel algorithms, reconfigurable computing, parallel computing and multicore design

Wei Li, PhD (Victoria)

Wireless communications, ultra-wideband transmission, wireless sensor network, DSP for wireless communication, dynamic spectrum allocation, smart grids

Wyatt H. Page, PhD (Massey)

Acoustics, noise and human health, immersive sound - recording and reproduction, gesture capture for expressive user interfaces, motion capture and biomechanics, multimedia signal processing

Dale J. Shpak, PhD (Victoria)

Digital filter design and implementation; digital signal processing for audio, wireless, and wireline systems; embedded, distributed, and concurrent processing; wireless remote sensing systems

Isaac Woungang, PhD (Toulon & Var)

> Network security, computer communication networks, mobile communication systems, secure information systems

Hao Zhang, PhD (Victoria)

> Wireless communications, ultra-wideband systems, wireless sensor network, cognitive radio, OFDM and MIMO systems, secure communications, internet of things, underwater communications, GPS, compass, satellite communications, 60GHz, underwater vehicle

Degrees and Specializations Offered

Master of Applied Science, Master of Engineering and Doctor of Philosophy in Electrical Engineering and in Computer Engineering.

An intensive one-year course-based program, MEng in Telecommunications and Information Security, is available to provide advanced engineering skills in the telecommunications and information security areas.

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 "General Regulations: Graduate Co-op", page 56.

Facilities

The department has excellent computing 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, modelling and fault diagnosis of electric machines, VLSI, nanoelectronics, devices and computer architecture. For further details, refer to the webpages of individual research groups on the departmental website at <www.ece.uvic.ca>.

Financial Support

It is the intention of the department to fund MASc and PhD students from research grants, scholarships and fellowships. While there is no guarantee, additional funding may be available though Teaching Assistantships. Students with their own funding will also be considered.

ADMISSION REQUIREMENTS

General

Please apply on line by following the steps found at <www.uvic.ca/application>.

Instructions on how to submit your documents are also available from this link. To review your application status, go to "My UVic Application".

Additional information about graduate studies in the Department of Electrical and Computer Engineering is available at

<www.ece.uvic.ca>. Specific information on MEng in Telecommunications and Information Security (MTIS) is available at <www.MTIS.ece.uvic.ca>.

Admission to MTIS Program

Applicants for admission to the MTIS program require a bachelor's degree in electrical or computer engineering, computer science, or related disciplines, normally with a first-class standing.

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.

PROGRAM REQUIREMENTS

MEng in Telecommunications and Information Security (MTIS)

Course Requirements

The MTIS consists of nine technical and two professional career development courses for a total of 15 units of course work:

*   Three compulsory courses:
    -ELEC 514 Design and Analysis of Computer Communications Networks
    -ELEC 567 Advanced Network Security
    -ELEC 570 Computer Forensics Methodologies
*   Three elective courses from List 1
*   Three elective courses from either List 1 or 2
*   ELEC 591 Professional Practice
*   ELEC 592 Career Development

MTIS List 1 Electives:

*   CSC 529 Cryptography
*   ELEC 512 Digital Communications
*   ELEC 515 Information Theory
*   ELEC 516 Advanced Wireless Communications
*   ELEC 548 Hardware Security
*   ELEC 572 Security, Privacy and Data Analytics
*   ELEC 574 Practice of Information Security and Privacy

MTIS List 2 Electives:

*   Up to 3.0 units at the 400-level may be taken for credit
*   CSC 529 Cryptography

- CSC 567 Switching, Network Traffic and Quality of Service
- CSC 569 Wireless and Mobile Networks
- CSC 579 Overlay and Peer.to.Peer Networking
- CSC 586E Data Mining..
- ELEC 504 Random Signals
- ELEC 511 Error Control Coding
- ELEC 513 Data and Computer Communications
- ELEC 519A Selected Topics in Digital Communications
- ELEC 519B Selected Topics in Computer Communications
- ELEC 519C Selected Topics in Secure Communications
- ELEC 521 Microwave and Millimeter Wave Engineering
- ELEC 522 Antennas and Propagation
- ELEC 535 Pattern Recognition
- ELEC 569A Selected Topics in Computer Engineering (upon approval)
- ELEC 586 Multiresolution Signal and Geometry Processing with Software Applications
- ELEC 590 Directed Study upon approval

Program Length

The MTIS program will normally be completed in one year (three consecutive academic terms), followed by one to three optional Co-op Internship terms.

MASc Program

Course Requirements

The MASc program consists of a minimum of 7.5 units of course work, plus ELEC 509 Seminar of 1 unit, plus the ELEC 599 MASc Thesis of 12 units.

The course work may include 1.5 units of ELEC 590. Subject to the approval of the department and the appropriate Faculty regulations, the course work may include a maximum of 3 units at the 400-level. In exceptional circumstances the undergraduate course work may include 1.5 units at the 300-level and 1.5 units at the 400-level.

The actual combination of courses is subject to the approval of the supervisory committee and the department.

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 Program (non-MTIS)

Admission requirements

In addition to regular University admission requirements, admission to this program requires permission of the department.

Course Requirements

The MEng program consists of a minimum of 12 units of course work, plus ELEC 509 Seminar of 1 unit, plus the ELEC 598 MEng Project of 2 units.

The course work may include a maximum of 3.0 units of ELEC 590. Subject to the approval of the department and the appropriate Faculty regulations, the course work may include a maximum of 3 units at the 400-level. In exceptional circumstances the undergraduate course work may include 1.5 units at the 300-level.

The actual combination of courses is subject to the approval of the supervisory committee and the department.

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 five terms.

MBA+MEng Double-Degree Program

Together with the School of Business, the department is offering an MBA+MEng double-degree program. Additional tuition fees will apply. For more information, please contact the Chair of the department or the Graduate Adviser.

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 for students admitted with a Master's degree

The PhD program consists of a minimum of 4.5 units of course work plus ELEC 693 Candidacy Examination of 3 units, plus ELEC 609 Seminar of 1 unit, plus ELEC 699 PhD Dissertation of 30-36 units.

The course work may include a maximum of 1.5 units at the 400-level or of ELEC 590.

The actual combination of courses is subject to the approval of the supervisory committee and the department.

Course Requirements for students transferred from an MASc program

The PhD program consists of a minimum of 12 units of course work, plus ELEC 693 Candidacy Examination of 3 units, plus ELEC 609 Seminar of 1 unit, plus ELEC 699 PhD Dissertation of 30 units.

The course work may include a maximum of 3.0 units of ELEC 590. Subject to the approval of the department and the appropriate Faculty regulation, the course work may include a maximum of 3.0 units at the 400-level.

The actual combination of courses is subject to the approval of the supervisory committee and the department.

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 three years from initial PhD registration. ELEC 693 is a co-requisite. All registrations in ELEC 699 must be accompanied by registration in ELEC 693 until ELEC 693 is passed.

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

Participation in the Co-operative Education program, which enables students to acquire knowledge, practical skills and workplace experience, is optional for full-time Master's and PhD students. Graduation with a co-operative education designation requires master's students to complete two work terms and PhD students to complete three (a work term consists of four months of full time, paid employment). Students require permission from their academic supervisor and the Co-op coordinator to participate in the Co-op program. Permission may be granted for additional work terms typically to a maximum of four. Interested students should contact the Engineering and Computer Science/Math Co-op office during their first year. Students should also consult "Co-operative Education" on page 55.

English

GENERAL INFORMATION

A detailed department Graduate Handbook is available at <english.uvic.ca/graduate>.

Contact Information

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    Mailing Address:
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    Victoria, BC V8W 2Y2
    Canada
Courier Address:
    Clearihue Building, Room C343
    3800 Finnerty Road
    Victoria, BCV8P 5C2
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Telephone Number:.. 250-721-7230
Fax Number: 250-721-6498
Email: englinfo@uvic.ca
Website: <english.uvic.ca/graduate>
Chair: Dr. Iain Higgins
    Email: englchr@uvic.ca
    Phone:.. 250-721-7236
Graduate Adviser: Alison Chapman
    Email: gradengl@uvic.ca
    Phone:.. 250-853-3741
Graduate Secretary: Colleen Donnelly
    Email: englgsec@uvic.ca
    Phone:.. 250-721-6331

Faculty Members and Areas of Research

G. Kim Blank, PhD (Southampton)

    Romantic poetry; cultural studies; professional writing

Nicholas P.R. Bradley, PhD (Toronto)

    Literatures of the West Coast; Canadian literature; American literature; poetry; literature and the environment

Luke Carson, PhD (Calif, Los Angeles)

    Modern American poetry

Lisa A. Chalykoff, PhD (British Columbia)

    Modern and contemporary Canadian fiction and poetry; Canadian literary history; literary regionalism; literary nationalism; First Nations literature; ethnic minority literatures

Alison Chapman, PhD (Glasgow)

Victorian literature and culture, especially women's poetry

Misao A. Dean, PhD (Queen's)

Canadian novel; postcolonial and gender theory; affective approaches to fiction; maternal and contemporary feminisms; whiteness theory; animals and hunting in literature; travel and exploration narratives, including motorcycling 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; religion and literature; postmodernism and modernism

Erin Ellerbeck, PhD (Toronto)

Renaissance literature; early modern English drama; history of medicine, science, and horticulture

Gordon D. Fulton, PhD (London)

Restoration and 18th-century literature; 18th-century religious literature; literary stylistics; critical discourse analysis; history of the English language

Joseph Grossi, PhD (Ohio State)

Anglo-Saxon literature and culture; Middle English literature; early East Anglian regional identity; medieval Italian literature

Elizabeth M. Grove-White, PhD (Trinity College, Dublin)

Literacies; electronic communication and social media; digital editions; 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; Digital Humanities; early modern literature; editing and textual studies; London studies; text encoding; performance criticism

Magdalena M.A. Kay, PhD (Calif, Berkeley)

20th-century British literature; Irish literature; Polish literature; comparative literature; poetry and poetics

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 Kuchar, PhD (McMaster)

Renaissance literature; 17th-century poetry and prose; literature and post-reformation culture; intellectual history; Shakespeare and religion; literary-critical theory

Mary Elizabeth Leighton, PhD (Alberta)

Victorian literature, especially fiction and the periodical press; Victorian book illustration; dance adaptations of Victorian literature; the disciplinary history of English

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 poetry and prose; rhetoric; ethics; ecology

Michael Nowlin, PhD (Calif, Los Angeles)

19th- and 20th-century American literature; European and American modernism; African-American fiction

Richard Pickard, PhD (Alberta)

Environmental Humanities; ecocriticism; nature writing; 18th-century poetry; Literatures of the West Coast; Canadian literature; teaching composition and writing

Sheila M. Rabillard, PhD (Princeton)

Modern drama; theories of drama and performance; gender studies; modern literature

Stephen Ross, PhD (Queen's)

International modernism (especially the novel); critical theory; Digital Humanities

Jentery Sayers, PhD (Washington)

Digital Humanities; comparative media studies; literary modernism; sound studies; cultural histories of technologies; hybrid pedagogy

Lincoln Shlensky, PhD (Calif, Berkeley)

Postcolonialism; cultural studies; film studies; critical theory; Jewish studies; francophone and anglophone Caribbean literature

Nicole Shukin, PhD (Alberta)

Canadian literature; cultural studies; animal studies; critical theory; cultural histories of capitalism; biopolitics

Raymond G. Siemens, PhD (British Columbia)

Renaissance literature; textual culture; editorial theory; academic publishing; Humanities computing and Digital Humanities; social knowledge

Lisa A. Surridge, PhD (Toronto)

> 19th-century British fiction; Victorian book illustration; Victorian serial fiction; Victorian sensation fiction; Victorians and marital violence; judicial and legal writing

Richard van Oort, PhD (Calif, Irvine)

> Shakespeare; Renaissance literature; literature and the other disciplines (especially anthropology); literary theory; generative anthropology

Adrienne S. Williams Boyarin, PhD (Calif, Berkeley)

> Old and Middle English; Early Middle English; Medieval English history and culture; Marian literature and legends; hagiography (especially women's); manuscript studies; Medieval anti-Jewish discourse and Christian-Jewish dialogue; law and literature

Samuel G. Wong, PhD (Princeton)

> Renaissance literature; Restoration literature; history of science; early modern philosophy

Degrees and Specializations Offered

The Department of English offers a course-only or project-based MA (thesis by special approval only) and PhD degrees in British, Canadian, American, Irish, and Postcolonial Literature, and in Critical Theory. It also offers a PhD and thesis-based MA with a concentration in Cultural, Social and Political Thought (CSPT); a course-only or project-based MA (thesis by special approval only) with a concentration in Literatures of the West Coast (LWC); a course-only or project-based MA with a concentration in Medieval and Early Modern Studies (MEMS); and a course-only or project-based MA with a concentration in Nineteenth Century Studies (NCS).

Facilities

The main research library for the Humanities is the McPherson Library. Collectively, the libraries house over 1.9 million volumes, 40,000 serials, 2.3 million items in microform, and many thousands of records, tapes, compact disks, scores, films and videos. Holdings include primary and secondary titles related to Canadian, British, American, Latin American, African, Asian, and Antipodean literatures. The Library's special collections total approximately 75,000 volumes, of which about one half are related to the study of English literature. The rare books and valuable manuscripts material from the medieval period to the present day include collections of Herbert Read, John Betjeman, Robert Graves, T.S. Eliot, W.B. Yeats, and Wyndham Lewis.

The library's online subscriptions and CD-ROM holdings include several of the most notable research indices, including the MLA, the Humanities and Social Sciences, and the Periodicals Contents Indexes. 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.

Full-service computer labs are available in the Clearihue Building; the library's online subscriptions provide access to key communications and organizational journals.

Financial Support

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, Teaching Assistantships, and Research 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 normally hold another major award (e.g., SSHRC) in conjunction with a Fellowship or Teaching Assistantship.

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, teaching assistantships, and research assistantships awarded to new students varies from year to year, but they are currently valued at $2,500 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 CSPT Director for information on fellowships specifically awarded to CSPT students.

PhD: The number and value of fellowships, teaching assistantships, and research assistantships awarded to new students varies from year to year, but they are currently valued at $15,000 to $25,000 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 CSPT Director for information on fellowships specifically awarded to CSPT students.

ADMISSION REQUIREMENTS

General

The admission selection process is competitive. Applications are reviewed by the Graduate Admissions and Records Office and then by the English Graduate Committee, who usually makes admission decisions in February and March. 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 "Faculty Admissions", page 18), the department requires a statement of intent (not to exceed 1 typed page for MA applicants or 2 typed pages for PhD applicants), a 10-15 page typed essay demonstrating advanced literary and/or critical studies ability, 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 Language Proficiency", page 19) 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. Only students who enter in September are eligible for fellowships or teaching assistantships, and a limited number of courses are offered in the Summer.

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 concentration open to selected MA and PhD students in English, Environmental Studies, 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 must apply online, choosing the Concentration in Cultural, Social and Political Thought (CSPT) option for English. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. For full information about the program see http://www.uvic.ca/interdisciplinary/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 "Concentration in Cultural, Social and Political Thought (CSPT)", page 115.

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 Environmental Studies, History, Political Science and Sociology differ from those in English.

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 interest in the Literatures of the West Coast concentration 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.

Concentration in Nineteenth Century Studies (NCS)

The Nineteenth Century Studies concentration is designed for MA students who wish to make an intensive study of Victorian, Romantic, and nineteenth century American and Canadian literatures and cultures. Students may declare the concentration at any time. Graduates receive an MA in English, with a concentration in Nineteenth Century Studies.

The substance of the concentration will vary according to individual interests and annual course offerings; depending on course availability, this concentration can take more than 12 months to complete.

Deadlines

Students who wish to be considered for funding should 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 allow registration in September). International MA applications received by April 30 and domestic MA applications received by May 31 will still be considered but

may not be eligible for funding. PhD applications received after January 15 cannot be considered.

PROGRAM REQUIREMENTS

The department offers three paths through the MA degree: a course-only degree; a course and research project degree; and a course and thesis degree. The thesis option is usually restricted to students participating in the CSPT concentration, who are required to complete a thesis. Students doing a concentration in Medieval and Early Modern Studies or Nineteenth Century Studies are required to complete a course-only degree, or course and research project degree.

Students—other than those in the CSPT, MEMS or NCS concentrations—who wish to pursue a thesis program (or, for LWC students, a thesis or alternative creative, historical, or multimedia project) 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 concentration 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 course-only option or the course and research project option.

In designing their programs, students may benefit from consulting the Graduate Adviser and, if applicable, the Area Committee Chairs (for students with an interest in particular fields).

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, 507 and 582 are variable content.

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 take an Area course in a given field more than once in their program of studies only with the permission of the Graduate Adviser.

Seminars designated as Special Topic courses (ENGL 503, 504, 506, 508, 510, 516, 521, 531, 541, 551, 561, 572, 581, 586) focus on specific topics designed around the current research interests of faculty members. Students may take different Special Topics courses with the same number more than once.

Thesis-based Master's

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 (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:

Textual Studies and Methods of Research (ENGL 500)	1.5
Other English Graduate courses	6.0
Thesis (ENGL 599)	7.5
Total	**15.0**

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 (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 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:

Textual Studies and Methods of Research (ENGL 500)	1.5
Other English Graduate courses	3.0
CSPT 501	1.0
One other CSPT course at the 500 level	1.5
Thesis (ENGL 599)	7.5
Total	**15.0**

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 (Textual Studies and Methods of Research) for 1.5 units, and ENGL 582 (Core Seminar in Literatures of the West Coast) for 1.5 units. Of the remaining 4.5 units, 3.0 units must be LWC-tagged courses, such as those in the 583 series or those approved by the Graduate Committee, and 1.5 units may be 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.

Summary of Course Requirements:

Textual Studies and Methods of
Research (ENGL 500) 1.5

Core Seminar in Literatures of the
West Coast (ENGL 582) 1.5

Other Graduate courses 4.5

Thesis (ENGL 599) 7.5

Total **15.0**

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. For students in the LWC concentration, the thesis must be in the LWC area.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French, German or Italian, but any other language may be substituted, after consultation with the English Graduate Adviser.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if 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, German, or Italian by passing FRAN 300, GMST 405 (formerly GER 390) or ITAL 300 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 online 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 Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the thesis MA program in 12 months; however, most students take at least 16 months.

Course-only Master's

Course Requirements for MA

Students are required to complete 15.0 units of English graduate courses, 1.5 units of which will be ENGL 500 (Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Concentration in LWC

Of the 15.0 units of English graduate courses, students doing a concentration in LWC are required to complete a minimum of 6.0 units of courses in the area of Literatures of the West Coast, including ENGL 582 (Core Seminar in Literatures of the West Coast) for 1.5 units. The remaining 4.5 units must be LWC-tagged courses, such as those in the 583 series or those approved by the Graduate Committee; 1.5 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval from the Graduate Adviser. Depending on course availability, the course-only LWC concentration can take more than 12 months to complete.

Concentration in MEMS

Of the 15.0 units of English graduate courses, students doing a concentration in MEMS are required to complete a minimum of 6.0 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). Depending on course availability, the course-only MEMS concentration can take more than 12 months to complete.

Concentration in NCS

Of the 15.0 units of English graduate courses, students doing a concentration in NCS are required to complete a minimum of 6.0 units of courses in the Nineteenth Century Studies areas, such as ENGL 550 and 551, and those approved by the Graduate Committee. Depending on course availability, the course-only NCS concentration can take more than 12 months to complete

Summary of Course Requirements:

Textual Studies and Methods of
Research (ENGL 500) 1.5

Other Graduate courses 13.5

Total **15.0**

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French, German, or Italian, but any other language may be substituted, after consultation with the English Graduate Adviser.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement if 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, Italian, 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, German, or Italian by passing FRAN 300, GMST 405 (formerly GER 390), or ITAL 300 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 online courses offered at other institutions are still required to write the language test.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the course-only MA program in 12 months; however, most students take at least 16 months.

Project-based Master's

Course Requirements for MA

Students are required to complete 10.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Concentration in LWC

Of the 10.5 units of English graduate courses, students doing a concentration in LWC are required to complete ENGL 582 (Core Seminar in Literatures of the West Coast) for 1.5 units, and 3.0 units of LWC-tagged courses, such as those in the 583 series or those approved by the Graduate Committee; 1.5 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval from the Graduate Adviser.

Concentration in MEMS

Of the 10.5 units of English graduate courses, students doing a concentration in MEMS are required to complete a minimum of 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).

Concentration in NCS

Of the 10.5 units of English graduate courses, students doing a concentration in NCS are required to complete a minimum of 4.5 units of courses in the Nineteenth Century Studies areas, such as ENGL 550 and 551, and those approved by the Graduate Committee. Depending on course availability, the project-based NCS concentration can take more than 12 months to complete.

Summary of Course Requirements:	
Textual Studies and Methods of Research (ENGL 500)	1.5
Other English Graduate courses	9.0
Master's Essay (ENGL 598)	4.5
Total	**15.0**

Final Project

Students will complete a 4.5-unit Master's Essay or Project, not to exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. The essay or project will normally be a revised and extended version of an essay or project prepared for one of the student's courses. It must present an original and cogent argument, and demonstrate the student's research and writing abilities. For students doing a concentration in LWC, MEMS, or NCS, the topic must be in the relevant concentration areas, as determined by the Graduate Adviser.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French, German, or Italian, but any other language may be substituted after consultation with the English Graduate Adviser.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if 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, Italian, 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, German, or Italian by passing FRAN 300, GMST 405 (formerly GER 390), or ITAL 300 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 online courses offered at other institutions are still required to write the language test.

Oral Examination

At the final one and a half- hour oral examination, the student gives a brief 15-minute presentation on the Master's Essay, and then answers questions from the Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the project-based MA program in 12 months; however, some students take at least 16 months.

PhD Program

Course Requirements

Students are required to complete 6.0 units of English graduate courses beyond those taken as part of an MA program. 1.5 of these units will be ENGL 500 (Textual Studies and Methods of Research), unless a student has already taken it or its equivalent. Students may be required to take courses in areas in which they are deficient. PhD students are not permitted to take ENGL 502 (Teaching Literature and Composition) as one of their required courses; however, they are encouraged to take it as an extra course.

Students accepted into the CSPT concentration must take 3.0 units of CSPT designated courses (with 1.5 units being CSPT 601) plus 3.0 units of English graduate courses (non-CSPT designated), including ENGL 500.

Summary of Course Requirements:	
English Graduate courses	6.0
Candidacy Examination (ENGL 693)	6.0
Dissertation (ENGL 699)	18.0*
Total	**30.0***

Minimum number of units

Summary of Course Requirements with a Concentration in CSPT:	
English Graduate courses (including ENGL 500)	3.0
CSPT courses (including CSPT 601)	3.0
Candidacy Examination (ENGL 693)	6.0
Dissertation (ENGL 699)	18.0*
Total	**30. ***

Minimum number of units.

Candidacy

Within twenty four months of registration as a doctoral candidate and at least six months before the final oral examination, a student must pass a "candidacy examination". This examination consists of two sections:

1. a Major Field Examination on the area of the student's specialization, based on a reading list set by the department and reviewed annually; in consultation with the Chair of their Examining Committee and with the approval of the department's Graduate Committee, candidates may designate texts of particular interest and thereby minimally tailor the exam to their expertise.

2. a Focused Field Examination on a sub-field directly related to the candidate's anticipated dissertation research, based on a reading list established in consultation with the Chair of the student's Examining Committee and approved by the department's Graduate Committee.

Each examination has two components: a written paper and an oral examination. Students must pass both the written and oral components in order to pass a candidacy examination.

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.

Students must pass the Candidacy Examination before advancing to the Dissertation Prospectus and before registering in the Dissertation (ENGL 699).

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 dissertation topic. 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 GMST 405 (formerly GER 390) respectively (if offered). Students who have received permission from the Graduate Adviser to use Italian as one of their second languages can satisfy the language requirement in Italian by passing ITAL 300. 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 online 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.

Graduate Certificate in Digital Humanities

The Faculty of Humanities, in partnership with the Digital Humanities Summer Institute and its network, offers a Graduate Certificate in Digital Humanities. Bringing together computational methods and theories with humanities research and pedagogy, this program offers post-graduates, graduate students, academics, librarians and those in extra-academic sectors expertise in the digital dimensions of humanities research in text-, image-, and sound-based media toward proficiency in areas such as computing and information management, multimedia communication, social computing, game design, analysis and

data visualization, digital remediation and curation, prototyping, encoding and data processing, and beyond.

Digital Humanities is fundamentally interdisciplinary, engaging fields such as literature, language, history, social justice and the arts. In this context, digital tools are developed, tested and used to support innovative analysis and new conventions for representation, documentation, narration, and expression.

Certificate Requirements

DHUM 501, 502, 503, 504, 505 .... 7.5

DHUM 590 may be substituted for 1.5 units, with permission of the department.

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 "General Regulations: Graduate Co-op", page 56.

Environmental Studies

GENERAL INFORMATION

The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnoecology and Political Ecology. We embrace a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge.

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

Contact Information

School of Environmental Studies

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Graduate Programs Administrative Assistant: Elaine Hopkins

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Phone:...250-472-5516

Faculty Members and Areas of Research

Natalie Ban, PhD (UBC)

Ethnoecology, conservation biology, marine conservation planning, marine and coastal protected areas, GIS, social-ecological systems, marine global change

Eric Higgs, PhD (Waterloo)

Ecological restoration; landscape change; parks and protected areas; culture-nature relationships; technology and culture change

Trevor Lantz, PhD (UBC)

Ethnoecology; ethnobotany; global change, disturbance ecology; Arctic ecology and landscape change

Darcy Mathews, PhD (UVic)

Ethnoecology, archaeology, ethnobotany, collaborative research methods, indigenous resource management, spatial analysis, ritual and the environment

Ana Maria Peredo, PhD (U of Calgary)

Entrepreneurship, sustainable development, non-profit sector

James Rowe, PhD (U of California)

Political ecology, critical theory, social movement politics, social/solidarity economies, mindfulness and social change

Valentin Schaefer, PhD (SFU)

Ecological restoration; biodiversity; urban ecology; Restoration of Natural Systems Faculty Coordinator

Sybil, Seitzinger, PhD (U Rhode Island)

Nutrient biogeochemistry in coastal marine and freshwater ecosystems

Karena Shaw, PhD (Johns Hopkins)

Political ecology; local/global environmental governance; political theory; indigenous politics; sustainable energy systems

Brian Starzomski, PhD (UBC)

Community ecology and conservation biology; climate change and biodiversity; dispersal and spatial ecology; ecological restoration; food webs

Duncan Taylor, PhD (California-Santa Cruz)

Political ecology; history, politics and philosophy of North American conservation and environmental movements; community forestry and ecoforestry; integral systems theory

John Volpe, PhD (UVic)

Ecological restoration; systems ecology; marine conservation and restoration; marine-based food production systems

Visiting, Adjunct and Cross-Listed Appointments

Pamela Asquith, PhD (Oxford)

Anthropology of modern Japan; Japanese views of nature; science, technology and society

E. Richard Atleo, PhD (UBC)

Ethnoecology; Indigenous knowledge; Nuu-chah-nulth worldview; sustainable forestry practices

Brenda Beckwith, PhD (UVic)

Ethnoecology; cultural landscapes; Garry Oak ecosystems; ecological restoration

Jonaki Bhattacharyya, PhD (U Waterloo)

Ethnoecology; resource management; land use planning; applied research for Indigenous communities and nations

Jeremy Caradonna, PhD (John Hopkins)

History of sustainability and deforestation, and conceptions of environmental consciousness.

Rod Davis, PhD (UVic)

Evaluating conservation policy alternatives and adaptive social governance mechanisms to address wildlife resiliency, changing land use, and climate change in the Columbia Mountain region of British Columbia

Wade Davis, PhD (Harvard)

Language loss and the erosion of cultural diversity, protection of the Sacred Headwaters, the Great War and the dream of Everest, the botanical wonder of the world, literary nonfiction and creative writing, photography and ethnographic filmmaking, the role of the storyteller in the modern world

GRADUATE PROGRAMS

Jessica Dempsey, PhD (UBC)

Political ecology: socioecological injustices, biodiversity loss, drought, poverty, ongoing dispossessions, gendered and racialized violence, climate change

Douglas Deur, PhD (Louisiana State)

Ethnoecology; traditional plant use and cultivation on the Northwest Coast

Alan Drengson, PhD (University of Oregon)

Environmental philosophy, philosophy of technology, and philosophy of religion

Donald Eastman, PhD (UBC)

Ecological restoration; wildlife ecology and conservation; biodiversity conservation

Jason Fisher, PhD (UVic)

Mammal and wildlife ecology; landscape ecology and landscape change; spatial dynamics of terrestrial and marine mammals; biodiversity conservation; species restoration

Alejandro Frid, PhD (Simon Fraser University)

Conservation ecology – conflicts between industrial development and terrestrial wildlife; marine multi-species interactions; climate change science

Robert Gifford, PhD (UBC)

Environmental psychology; social psychology; personality psychology; design of built environments

Emily Gonzales, PhD (UBC)

Ecological restoration; conservation biology; invasive species; Garry oak ecosystems; plant community ecology; deer

Purnima Govindarajulu, PhD (UBC)

Ecological restoration; conservation ecology; invasive species

Robert Hancock, PhD (UVic)

Political ecology / ethnoecology; Indigenous-state relations (land, resources, animals); megaproject developments; Indigenous methodologies

Richard Hebda, PhD (UBC)

Botanical research on fossil plant remains and the information they provide on evolution and the history of the landscape and climate

Leif-Matthias Herborg, PhD (U. of Newcastle upon Tyne UK)

Aquatic invasive species distribution modelling, impacts, prevention, outreach and management

Thomas Heyd, PhD (Western Ontario)

Environmental philosophy and ethics; environmental aesthetics

Richard Hobbs, PhD (Aberdeen)

Vegetation dynamics and management, fragmentation, invasive species, ecosystem rehabilitation and restoration, conservation biology, and landscape ecology

Morgan Hocking, PhD (UVic)

Community ecology; salmon ecosystem interactions; ecosystem-based management; First Nations resource management

Leslie King, PhD (London School of Economics, London University)

Protected areas and poverty reduction, environmental governance, climate change adaptation and mitigation, Arctic environmental resilience and sustainability.

Steve Kokelj, PhD (Carleton)

Permafrost degradation and impacts on geomorphology and terrestrial and aquatic ecosystems; Monitoring of cumulative impacts in the north; Community-based monitoring

Nancy Mackin, PhD (UBC)

Ethnoecology; architecture; environments and culture; traditional ecological knowledge

Tomas Okey, PhD (UBC)

Marine systems; climate change and fisheries impact

Briony Penn, PhD (Edinbrugh U)

Protection of endangered species and sensitive ecosystems in British Columbia; natural and cultural history of the Salish Sea

Peter Ross, PhD (Utrecht)

Environmental toxicology; endangered marine animals; collaboration with First Nations communities

Trudi Smith, PhD (UVic)

Visual culture/theory, visual anthropology, anthropology of art and media, ethnographic methods, visual art, photography, social art, parks and protected areas, media practices in conservation

Rachel Standish, PhD (Massey University)

Plant ecology within the field of restoration ecology, persistence times of novel ecosystems, novel ecosystems management

Angeline Tillmanns, PhD (U Ottawa)

Community ecology, freshwater ecology and conservation, integrated watershed management, social-ecological systems, ecological communication

Lewis Williams, PhD (Massey University)

Social well-being and health information such as social epidemiology, with phenomenological data, forms of

participatory action research and narrative and arts-based inquiry

Johanna Wolf, PhD (University of East Anglia)

Study of the social responses to climate change, environmental risk perception, environmental policy and environmental citizenship

Sandy Wyllie-Echieverria, PhD (Brigham Young)

Ethnoecology; marine systems conservation and restoration; seagrass ecology and conservation

Degrees and Specializations Offered

MA, MSc and PhD in Environmental Studies.

Facilities

The school is located in the David Turpin building, where we have meeting and collaborative space, labs, and offices. Through cooperative arrangements across campus and with various organizations and agencies, graduate students can gain access to a wide array of facilities. Located on southern Vancouver Island there is easy access to marine, freshwater wetlands, marine, riparian, upland Garry Oak, temperate rainforest and alpine ecosystems. Graduate students also have the opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

Financial Support

We endeavour to provide significant financial support to all graduate students. This funding comprises several sources. (1) National or Provincial awards are available to those with a first-class grade point average (minimum 7.0 (A-) but in practice much higher). Eligibility criteria vary with each agency. National fellowship holders may 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 7.0 (A-). (3) There are a limited number of awards specifically for Environmental Studies graduate students outlined in the awards section of the Calendar. Application and/or nomination for University of Victoria awards and fellowships may only be done once the student has been admitted to the School. (4) Students can also obtain some financial support for their studies as a Graduate Teaching Assistant. These appointments are made by the School of Environmental Studies for qualified students to work as a Teaching Assistant (generally to a maximum of approximately $4,000 per Fall and Spring terms; there are typically fewer Teaching Assistant resources available during Summer Session). (5) Students may also be appointed as a research assistant by their faculty supervisor, and availability will vary significantly among faculty members and from year to year.

ADMISSION REQUIREMENTS

General

Initial inquiries should be made to individual faculty or the school's graduate adviser. There are two primary criteria in determining admission: prior academic achievement, and fit with prospective supervisors and the school in general. We encourage applicants to contact us at least a year in advance of program start to discuss research prospects, admissions, and financial support. Links to the application forms can be found on the school's 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 Language Proficiency", page 30) 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 B+ (6.5 on the University of Victoria 9-point scale) in the last two years of undergraduate study. In practice a higher GPA is typically required for admission. The minimum GPA required for a PhD entry is A-(7.0). 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 "Faculty Admissions", page 29), 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. In practice a higher GPA is typically required to ensure entry.

Students will apply to enter either the MA or MSc program. The decision about which program is more appropriate will be made by the School's Graduate Programs Committee, and will be based on several criteria: the student's academic background; the nature of the proposed project; proposed courses; specialties of the proposed supervisor.

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.

Admission to PhD Program

Admission requires a master's degree, preferably in an area of study related to your proposed graduate program, with a minimum overall average of A-, 7.0 on the University of Victoria 9-point scale. In practice a higher GPA may be required for admission.

All applications will be reviewed by the School's Graduate Program 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.

Deadlines

January 15 for admission in September of the same calendar year.

PROGRAM REQUIREMENTS

MA/MSc

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 (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 Theories, Methods and Skills I
ES 501 (1.5)	Perspectives on Environmental Theories, Methods and Skills II
ES 503 (3.0)	MA/MSc Research Colloquium
ES 593 (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 10.5 units toward the 18-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 an academic 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.

PhD

The PhD degree program is primarily research based and the final outcome of the program is the presentation and defense of a dissertation.

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 600.

There is no formal residency requirement. However, residency during the first year is encouraged.

Course Requirements

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

Core Courses:	
ES 600 (1.5)	Perspectives on Environmental Theories, Methods and Skills I
ES 601 (1.5)	Perspectives on Environmental Theories, Methods and Skills II
ES 603 (3.0)	PhD Research Colloquium
ES 693 (3.0)	Candidacy Examination

Elective courses may be taken at the discretion of the student and committee.

Core courses contribute 9.0 units toward the 30 unit minimum degree requirement.

Candidacy

To advance to candidacy, students, in consultation with their supervisory committee, will normally prepare a comprehensive reading list, a dissertation proposal, and two major papers (on topics relevant to the PhD research field and decided on by the committee with a focus on topics explored in the reading list). They will then sit for an oral examination related to the proposal and major papers. These requirements will normally be completed by the end of the second year of full-time study.

Dissertation

Students are required to prepare, submit and de- fend a dissertation worth 21 units. The dissertation is the culmination of intensive, independent and original research. Each student will have a supervisory committee, comprising three faculty members (to a maximum of four) including the supervisor and co-supervisor (where appropriate). At least one member of the committee (beyond the primary supervisor) will come from outside the School of Environmental Studies, as per the Faculty of Graduate Studies requirements. Supervisory committees will be formed no later than the end of the second term of the student's program.

All committee members must be members of the Faculty of Graduate Studies.

The dissertation carries 21 units of credit.

Oral Examination

Once the dissertation 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 dissertation, 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 4 years to complete the program; part-time students will require 5-6 years to complete the program.

Concentration in Cultural, Social and Political Thought (CSPT)

This concentration is available to selected graduate students in English, Environmental Studies, History, Political Science, and Sociology. Students applying for an MA or PhD Program in Environmental Studies may also opt for a concentration in Cultural, Social and Political Thought (CSPT). Students must apply online, choosing the Concentration in Cultural, Social, and Political Thought option for Environmental Studies. If approved by the School, the application will be reviewed by the CSPT Admissions Committee. For full information about the program see www.uvic.ca/interdisciplinary/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 "Concentration in Cultural, Social and Political Thought (CSPT)", page 3.

An approved Environmental Studies MA program with a CSPT concentration will include:

- 1.5 units of CSPT 501

- at least 1.5 units of CSPT 500

- 3.0 units of ES 500 and ES501

- 3.0 units of ES 503

- 1.5 units of ES 593

- a thesis worth from 7.5 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 to a total of 18 units for the program as a whole including the thesis and CSPT course requirements.

An approved Environmental Studies PhD program with a CSPT Concentration will include:

- 1.5 units CSPT 601

- at least 1.5 units of CSPT 600

- 3.0 units of ES 600 and ES 601

- 3.0 units of ES 603

- 3.0 units of ES 693

- Successful completion of candidacy examinations with one of the two major papers in the field of CSPT.

- A dissertation worth 21 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.

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 Environmental Studies Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op", page 56.

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 transform and enrich the lives of individuals and communities by creating and sharing knowledge in the areas of exercise science, physical and health education. Prospective graduate students can find further information about our School and our programs on our website: <www.uvic.ca/education/exercise>.

Contact Information

School of Exercise Science, Physical and Health Education

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>
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Telephone Number:...250-721-8373

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Director: Dr. John Meldrum

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>
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Graduate Adviser: Dr. Viviene A. Temple

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>
> Phone:..250-721-7846

Graduate Secretary: Christine Irwin

> Email: epheprogasst@uvic.ca
>
> Phone:..250-721-6682

Faculty Members and Areas of Research

Catherine A. Gaul, PhD (Victoria)

> Exercise physiology, pediatric sport performance, women and exercise, health benefits of exercise as medicine, occupational physiology, fitness testing and exercise prescription.

Sandra L. Gibbons, PhD (Oregon)

> Team building through physical education, gender equity in physical education, affective domain in physical education, teaching effectiveness, classroom assessment in physical education.

Timothy F. Hopper, PhD (Alberta)

> School integrated teaching education, teacher games for understanding and electronic portfolios. Action research and qualitative research genres. Social constructivism and complexity theories.

Sandra R. Hundza, PhD (Victoria)

> Neural control of human movement; motor rehabilitation after injury (e.g. neurotrauma) and with disease and aging. Neural control of balance during walking and coordination of limbs and trunk during rhythmic movement (e.g., walking or cycling); assistive devices and technologies related to mobility.

Marc Klimstra, PhD (Victoria)

> Biomechanics and motor control of human movement in sport, exercise and rehabilitation.

Olav E. Krigolson, PhD (Victoria)

> Neuroeconomics, learning, decision-making, motor learning and control.

Lara Lauzon, 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, PhD (Waterloo)

> Sport and recreation administration, leadership and coaching, serious leisure and leisure behaviour.

Patti-Jean Naylor, 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, PhD (Oregon)

> Outdoor recreation and leisure for special populations, recreation administration, environmental interpretation.

Ryan Rhodes, 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, PhD (British Columbia)

> Exercise hematology and immunology, occupational physiology, development of pre-employment physical abilities tests, children and exercise, exercise prescription.

Viviene A. Temple, PhD (Royal Melbourne Institute of Technology)

> Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy, movement skills of children.

S. Joan Wharf Higgins, PhD (British Columbia)

> Health literacy; community-based research; health promotion policy and practice; qualitative research design and methodology; social marketing; determinants of population health.

Paul Whitinui, EdD (Auckland)

Indigenous physical activity, health and wellbeing; Indigenous issues in sport; Indigenous educational leadership; cultural responsive pedagogies; Indigenous ethics and research; In-digenous auto-ethnography; Indigenous treaty-based rights

E. Paul Zehr, PhD (Alberta)

Neural control of human movement; neural mechanisms of arm and leg coordination during rhythmic movement; neuromuscular plasticity associated with training and 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

- PhD Kinesiology

Facilities

McKinnon Building: classrooms, undergraduate anatomy and physiology teaching labs, human physiology research lab, gymnasiums, pool, dance studio, Institute of Applied Physical Activity, Motion & Mobility Rehab and Movement Knowledge Labs.

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.

UVic Graduate Award

Students who have a 6.5 on the UVic grading scale may be nominated by the School for a UVic Graduate Award.

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 at: <www.uvic.ca/education/exercise/graduate/graduate/specialist>.

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.

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 <uvic.ca/garo>.

Admission To Master's Programs

In addition to the requirements required by the Faculty of Graduate Studies, admission to the master's graduate programs in the School of Exercise Science, Physical and Health Education requires an undergraduate degree in Exercise Science, Physical and Health Education or related field. Applicants to all MA and MSc programs should include a Letter of Intent, which states 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 resumé of their coaching experience and certification levels. Copies of certificates are required as proof of certification.

Admission to the Doctoral Program

In addition to the requirements of the Faculty of Graduate Studies, admission to the doctoral program in the School of Exercise Science, Physical and Health Education includes a master's degree in kinesiology or related field, a letter describing the proposed research topic, two academic referees and a current curriculum vitae.

Deadlines

MSc, MA Programs

Although applications may be received at any time prior to the start of the entry point desired (September, January, or May), it is recommended that students enter in September when the required courses commence. The recommended deadline is May 31st for domestic applications to enter in the September entry point. For international applicants see the recommended international application deadlines below.

MEd Coaching Studies Program

Summer Session (May-August) is the only entry point for this program. The recommended application deadline for domestic applications is March 31st to enter in the May entry point of the same year. For international applicants the recommended deadline is October 15th for entry in the summer of the following year.

PhD Kinesiology Program

Applications may be received at any time prior to the start of the entry point desired.

Note to all applicants: Applicants who hold any post-secondary documents from academic institutions outside of Canada should follow the international applicant deadlines.

Recommended International Application Deadlines

Primarily for VISA applicants and permanent residents whose most recent transcripts are coming from overseas institutions:

Apply by December 15th for September entry point

Apply by April 15th for January entry point

Apply by October 15th for May entry point

Note to all applicants: To be eligible for consideration to be nominated by the School of Exercise Science, Physical and Health Education for a UVic Graduate Award, applicants must have accepted an offer to commence their program by July 31st .

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)

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, or 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 (or equivalent)	1.5
Electives	1.5-7.5
Thesis* (EPHE 599)	7.5-9.0
Project* (EPHE 598)	3.0-4.5

Program Length

Usually two to three years.

Students complete either a thesis or a project

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

Seminar (EPHE 500)	0.0
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.

Master of Education in Coaching Studies (MEd) - Project-based 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.

Program Requirements: Total = 19.5 units + 2 work terms (6 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)	3.0
Cooperative Work Term (EPHE 802)	3.0

Program Length

Usually two years inclusive of two four-month cooperative education work terms.

Master of Arts in Leisure Service Administration (MALSA) - Thesis or Project-based 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 = 19.5 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
or:	
EPHE 599	6.0

Oral Examination

Only with thesis (EPHE 599) option.

Program Length

Usually two years.

Doctor of Philosophy in Kinesiology (PhD) – Dissertation

The PhD program in Kinesiology is a research-orientated program designed for students who wish to obtain positions at colleges and universities, work in provincial and federal ministries and other public and private organizations.

Program requirements: Total = 30 units

EPHE 673	3.0
Electives (to be determined[1])	6.0
EPHE 693 (Candidacy Exam[2])	3.0
EPHE 699 (Dissertation)	18.0

1. Electives will normally be at the graduate level and will be identified with the approval of the supervisor and in consultation with the supervisory committee. Up to 3.0 units of upper level, undergraduate course work may be used toward the degree with the approval of the supervisor in consultation with the supervisory committee.

2. The candidacy exam will be comprised of two parts: (i) a written part that will include three scholarly papers that are submitted to the supervisory committee. The topics for the papers will be determined in consultation with the supervisor and supervisory committee. (ii) an oral part in which the candidate will present and defend the three written papers to the supervisory committee.

Program Length

At least 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 and PhD students in other graduate programs in Exercise Science, Physical and Health Education.

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. 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 "General Regulations: Graduate Co-op" on page 56.

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 <www.uvic.ca/humanities/french>.

Contact Information

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Courier Address:
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    Room C247
    3800 Finnerty Road
    Victoria, BCV8P 5C2
    Canada
Telephone Number:.. 250-721-7363
Fax Number: 250-721-8724
Email: french@uvic.ca
Website: <www.uvic.ca/humanities/french>
Chair: Marc Lapprand
    Email: lapprand@uvic.ca
    Phone:.. 250-721-7364

Graduate Adviser: Hélène Cazes

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    Phone:..250-721-7367

Graduate Secretary: Emmanuelle Guenette

    Email: french@uvic.ca

    Phone:..250-721-7363

Faculty Members and Areas of Research

Catherine Caws, PhD (British Columbia)

Second language teaching, computer-assisted language learning, lexicology

Hélène Cazes, Doctorat ès lettres (Paris), Graduate Adviser

French Medieval and Renaissance literatures and cultures, Humanism, Cultural Legacies

Emile Fromet de Rosnay, PhD (Queen's)

19th to 20th Century French and comparative literature, Romanticism, modernist poetics

Emmanuel Hérique, D de IIIe cycle (Nancy)

French linguistics, translation, phonetics

Marc Lapprand, PhD (Toronto)

Literary theory, aesthetics, modernism and avant-gardes in French literature

Catherine Léger, PhD (UQAM)

Syntax, semantics, contact linguistics, French in North America

Sada Niang, PhD (York)

African and Caribbean literatures, African cinema

Marie Vautier, PhD (Toronto)

Québécois literature, comparative Canadian/Québécois literature, literary theory, cultural studies

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 McPherson Library constitutes a solid resource for graduate research in all areas of French Studies. It has 1,900, 000 volumes, 1,900, 000 items in microfiche, over 50,000 records, tapes, compact discs; 32,000 scores and 6,500 films, videos and DVDs. There are 12,000 current periodical subscriptions including over 2,600 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 <uvic.ca/garo> as well as the specific requirements of the Department of French. There are three possible entry points – September, January and May – although students entering the program after September may have fewer opportunities for financial aid. FRAN 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 project-based 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 FRAN 390 and FRAN 402 at UVic).

Students with background deficiencies 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 16 units of graduate credit:

- project-based option, designed to be completed in one calendar year

- thesis option, designed to be completed in two years

Project-based Option

1. FRAN 500 (1.5 units)

2. FRAN 501 (1.0 unit)

3. 10.5 units of course work, up to 3.0 units of which may be taken outside the department, but no more than 1.5 units at the senior undergraduate level

4. FRAN 598 (3.0 units): Reading List compiled in consultation with advisers; critical paper and oral examination.

5. 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. FRAN 500 (1.5 units)

2. FRAN 501 (1.0 unit)

3. 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.

4. FRAN 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.

5. 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 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 "General Regulations: Graduate Co-op" on page 56.

Geography

GENERAL INFORMATION

Contact Information

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Website: <www.uvic.ca/geography>

Chair: Dr. Johannes Feddema

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>
> Phone:... 250-721-7325

Graduate Adviser: Dr. Dennis Jelinski

> Email: jelinski@mail.geog.uvic.ca
>
> Phone:... 250-472-4707

Graduate Secretary: Darlene Li

> Email: geograd@mail.geog.uvic.ca
>
> Phone:... 250-721-7350

Faculty Members and Areas of Research

David Atkinson, PhD (Ottawa)

> Analysis of weather data, Investigating high-latitude storm and storm track dynamics

Rosaline Canessa, PhD (Victoria)

> Coastal zone management, marine protected areas, GIS decision making

Denise Cloutier, PhD (Guelph)

> Health and aging, palliative care, population health, impacts of restructuring

Maycira Costa, PhD (Victoria)

> Primary productivity, carbon budget, remote sensing, wetlands, coastal, Brazil

Stephen F. Cross, PhD (Stirling)

Environmental impacts and management of coastal aquaculture, marine ecology and coastal oceanography

Christopher Darimont, PhD (Victoria)

Ecological and evolutionary processes, natural and human caused, biological diversity

Philip Dearden, PhD (Victoria)

Resources, marine protected areas, conservation, Thailand

David Duffus, PhD (Victoria)

Biogeography, wildlife, marine

Mark S. Flaherty, PhD (McMaster)

Coastal zone management, mariculture, Thailand

Johannes Feddema, PhD (Delaware)

Human actions and decision-making in earth system models

Jutta Gutberlet, PhD (Tübingen)

Development and Resources: social and environmental assessment, public policies, urban and rural development; participatory approaches, Brazil

Michael Hayes, PhD (McMaster)

Social geographies of health, health inequities and urban structure

Dennis Jelinski, PhD (Simon Fraser)

Landscape ecology, biogeography, conservation of biodiversity

Michele-Lee Moore, PhD (Wilfrid Laurier)

Global, national and provincial water policy networks, resilience of social-ecological systems, social innovation, environmental security

K. Olaf Niemann, PhD (Alberta)

Remote sensing, geomorphology

Ian J. O'Connell, PhD (Victoria)

GIS, 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.

Terry Prowse, PhD (Canterbury)

Climate impacts on hydrology and aquatic ecosystems

Reuben Rose-Redwood, PhD (Pennsylvania)

Urban geography, cultural landscape studies, history of geographical thought

Randall Scharien, PhD (Calgary)

Microwave remote sensing, Arctic and Antarctic

Dan J. Smith, PhD (Alberta)

Geomorphology, dendrochronology

Simon Springer, PhD (British Columbia)

Political and development geographies

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

Bernard O. Bauer, PhD (Johns Hopkins)

Process geomorphology, hydrology, sediment transport

S. Jean Birks, PhD (Waterloo)

Development and application of isotope tracer techniques to understand the hydrological cycle

Barry R. Bonsal, PhD (Saskatchewan)

Climatology, Western Canada

Max. L. Bothwell, PhD (Wisconsin-Madison)

Effects of ultraviolet radiation on freshwater ecosystems

Charles Burnett, PhD (Turku)

Spatial modelling, remote sensing, GIS

Habib Chaudhury, PhD (Wisconsin)

Gerontology, research on personhood in dementia

John Clague, PhD (British Columbia)

Earth sciences, quarternary science

Robert Crabtree, PhD (Idaho)

Ecological forecasting; ecosystem and population ecology; predator-prey relations and behavioral ecology

Michael Demuth, BSc (Calgary)

Impact of climate change on the Cryosphere; glacier water resources, snow-glacier mass balance

Yonas Dibike, PhD (Delft)

Hydro-climatology, hydrology and water resources related environmental studies

Bruce Downie, PhD (UVic)

Conservation, protected areas, tourism, sustainable livelihoods, eastern and southern Africa

Frank Duerden, MA (Manitoba)

Urban geography, resource management, First Nations land allocation, planning and economic development, geography of Northern Canada

Thomas Edwards, PhD (Waterloo)

Isotope hydrology

Cosmin Fillipescu, PhD (Guelph)

Ecotoxicology and aquatic food web ecology

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

John R. Harper, PhD (Louisiana State)

Coastal habitat mapping and characterization, to oil spill impacts on shorelines and to marine biophysical classification systems

Ellen Hines, PhD (Victoria)

Environmental impacts and management of coastal resources

Sophia C. Johannessen, PhD (Dalhousie)

Ocean optics, carbon cycle, climate change

Leslie A. King, PhD (London School of Economics)

Natural resources and environmental studies

Olav Lian, PhD (Western Ontario)

Quarternary environments, sedimentology, stratigraphy, geomorpholgy

Douglas G. Maynard, PhD (Saskatchewan)

Forestry, soil sustainability

Christiana Miewald, PhD (Kentucky)

Food security among vulnerable populations; rural and urban health issues; gender and economic restructuring

Grant Murray, PhD (Michigan)

Coastal communities, marine protected areas

Nathaniel K. Newlands, PhD (British Columbia)

Mathematical modeling of environmental phenomena; spatially explicit crop yield predication methods

O'Hara, Patrick, PhD (SFU)

Seabird foraging ecology, marine conservation, maritime anthropogenic disturbances

Paul Paquet, PhD (Alberta)

Interdisciplinary conservation

Christopher M. Pearce, PhD (Laval)

Coastal ecosystems and resources

Michael Phillips, PhD (West of England)

Coastal processes; coastal tourism; impacts of climate change

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

Mark Seemann, PhD (Victoria)

Disaster and emergency management; risk mitigation

Janis Shandro, PhD (British Columbia)

International extractive sector; health impact assessment; environmental and social corporate performance; extractive impacts on Indigenous Peoples

Tara E. Sharma, PhD (British Columbia)

Parks and protected areas, land-use/land-cover changes, scenario modeling, remote sensing, GIS

Pamela Shaw, PhD (Victoria)

Community-based research, geographic communication

Kevin Telmer, PhD (Ottawa)

Aqueous geochemistry

Nancy Turner, PhD (British Columbia)

Ethnobotany; traditional land management systems and traditional ecological knowledge of British Columbia First Nations

Stephen Tyler, PhD (Berkeley)

Climate change and adaptation, urbanization and development, Institutional and soci-economic issues

G. Cornelis van Kooten, PhD (Oregon State)

Environmental studies and climate, energy, forest, agriculture economics

Meghan Winters, PhD (British Columbia)

Cycling health; transportation

Michael Wulder, PhD (Waterloo)

Remote sensing, spatial statistics forest inventory, GIS, LIDAR

Yi Yi, PhD (Waterloo)

Isotope hydrology

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

Students wishing to be considered for a University of Victoria Fellowship must submit their application by January 15 for admission in September, May or January of the same academic year. 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 graduate awards to teaching assistants and research assistants subject to availability.

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), Canadian Institute of Health Research, 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: <gradadvisor@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: <www.uvic.ca/garo>.

Deadlines

There are three possible admission dates to the Geography Graduate program: September, January and May, but completed applications must arrive three months before the expected entry date for Canadian applications. Because of visa requirements international students should complete the application process at least six months in advance. 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.

Thesis-based Master's Program

Course Requirements

The Masters program requires a total of 19 units as follows:

1. a minimum of 7.5 units of coursework including:

    a) GEOG 500A (1.5) and GEOG 500B (1.5)

    b) one of GEOG 518, 523, 524 (1.5) or another 'methods' based course on recommendation of the supervisory committee as approved by the Graduate Adviser.

    c) One of GEOG 536, 537, 538, 539 (1.5)

d) One of GEOG 591, 590 (1.5) or another special topics course on recommendation of the supervisory committee as approved by the Graduate Adviser.

Additional courses may be recommended on advice of the supervisory committee

2. GEOG 599 (11.5) Thesis

Program Length

The term of residency for Master's students is normally two years.

PhD Program

Course Requirements

The Doctoral program requires a total of 31.5 units as follows:

1. a minimum of 7.5 units of coursework including:

   a) GEOG 500A (1.5) and GEOG 500B (1.5)

   b) one of GEOG 536, 537, 538, 539 (1.5) or another advanced course on recommendation of the supervisory committee and as approved by the Graduate Adviser.

Additional courses may be recommended on advice of the supervisory committee

2. GEOG 693 (3.0) (Candidacy Examination) during terms in which students are preparing for and writing their PhD Candidacy Examinations. PhD students in Geography must sit their Candidacy Exams by 18 months after entry into the program and no sooner than 6 months prior to the final oral examination

3. GEOG 699 (24.0) Dissertation

Program Length

The term of residency for PhD students is normally three 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. 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 Geography Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 56.

Germanic and Slavic Studies

GENERAL INFORMATION

The Department of Germanic and Slavic Studies offers an MA program with specialization in either Germanic or Slavic studies. Students apply for one of these two streams, which share some required foundation courses. The program offers a broad chronological and thematic coverage of Germanic and Slavic cultures with the areas of special strength in second-language acquisition, film studies, modern literatures, the Holocaust, and Ukrainian studies.

For further information or any updates please visit the department website.

Contact Information

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Website: <www.uvic.ca/humanities/germanicslavic>
Chair: Dr. Helga Thorson
    Email: helgat@uvic.ca
    Phone:.. 250-721-7320
Graduate Adviser: Dr. Megan Swift
    Email: maswift@uvic.ca
    Phone:.. 250-721-7504
Graduate Secretary: Irina Gavrilova
    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

Elena Pnevmonidou, PhD (McG)

    Classicism and romanticism; literature of the Weimar period and expressionist film; literary theory and gender studies

Charlotte Schallié, PhD (Brit Col)

> 20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; ecocriticism

Ulf Schuetze, PhD (Brit Col)

> Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics

Megan Swift, PhD (Toronto)

> Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile

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)

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

Associate Members

John Dingley, PhD (UCLA)

> Russian language, Finnish language, Slavic linguistics, Nordo-Slavic contacts

Matthew Pollard, PhD (McG)

> Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl

Olga Pressitch, PHD (Shevchenko Inst. of Lit., Ukraine)

> Eastern European cinema, second-language pedagogy, Ukrainian literature in postwar Canada,.

Julia Rochtchina, PhD (Moscow)

> Language pedagogy; information technology; e-learning

Degrees and Specializations Offered

Thesis-based MA in Germanic and Slavic Studies, either a Germanic Studies stream or a Slavic Studies stream.

Facilities

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

The department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.

Financial Support

University of Victoria Fellowships ($10,000-$15,000) may be awarded annually to students of high academic standing

registered full-time in the Faculty of Graduate Studies as candidates for the degree of MA.

Teaching or Research Assistantships may be obtained from the University through employment in the department.

The University of Victoria Tuition Assistance Bursary Fund offers assistance to qualified students in serious financial difficulty.

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

Detailed information on awards and application procedures and deadlines is available at the Faculty of Graduate Studies' website: <www.uvic.ca/graduatestudies>.

ADMISSION REQUIREMENTS

Admission to the Master's Program

All candidates for the degree of MA in Germanic and Slavic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Slavic Studies.

Students may enter the program in September only. All application materials, including a Letter of Intent offering comment on the applicant's intended course of studies, must be submitted to the Graduate Admissions and Records Office.

Admission to the program normally requires a Bachelor's Degree (Major in Germanic or Slavic Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor's Degree (Major in Germanic or Slavic Studies) with a minimum average of A- (7.0 GPA) in the final year's work.

PROGRAM REQUIREMENTS

Thesis-based Master's

The MA program in Germanic and Slavic 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 or Slavic 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 GMST 501/SLST 501 (Introduction to the Disciplines of Germanic and Slavic Studies) and GMST 502/SLST 502 (Theory and Practice) are variable in content and may be taken more than once, with departmental permission. At the end

of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

Program Length

The program will normally take two years to complete.

CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for 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 "General Regulations: Graduate Co-op" on page 56.

Greek and Roman Studies

GENERAL INFORMATION

The Department of Greek and Roman Studies offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy. Both degrees offer specialization in Classical Languages and Literature, Ancient History, or Classical Archaeology. The two-year MA program consists of course work and the composition of a thesis. The MA thesis may be written in the areas of classical archaeology, ancient history, and Greek or Latin literature. The PhD program consists of course work in a series of reading, seminar, and topical field courses and the composition of a dissertation. The dissertation may be written in the same areas as the MA. Additionally, the PhD program offers core focus in the following thematic areas: interconnectivity in the Mediterranean; technology in the ancient world; social and economic history; gender and identity studies. Prospective students can find further information on the department website: <web.uvic.ca/grs>.

Contact Information

Department of Greek and Roman Studies
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Mailing Address:
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> University of Victoria
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Greek and Roman Studies
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Website: <web.uvic.ca/grs>
Acting Chair: Ingrid Holmberg
> Email: grschair@uvic.ca
> Phone:.. 250-721-8528
Graduate Adviser: Gregory Rowe
> Email: grsgradadviser@uvic.ca
> Phone:.. 250-721-8521
Graduate Secretary: TBD
> Email: grsadmin@uvic.ca
> Phone:.. 250-721-8514

Faculty Members and Areas of Research

Laurel M. Bowman, PhD (University of California, Los Angeles)

> Greek tragedy, Hellenistic poetry, ancient religion

Brendan Burke, PhD (University of California, Los Angeles)

> Aegean prehistory, Greek art and architecture, Anatolian archaeology

Ingrid E. Holmberg, PhD (Yale)

> Homer and early Greek poetry, critical theory, especially feminist

Geoffrey Kron, B.Sc, MA., PhD (Toronto)

> Greek democracy, Greek and Roman economy, agriculture and technology

Cedric A. J. Littlewood, DPhil (Oxford)

> Imperial Latin poetry, ancient literary criticism

Mark Nugent, PhD (University of Washington)

> Imperial Greek prose, constructions of gender and sexuality

Gregory D. Rowe, DPhil (Oxford)

> Roman history, Greek and Latin epigraphy, Roman public and private law

Alejandro Sinner, BA, MA, PhD (Barcelona)

> Roman Archaeology and Numismatics with special reference to Spain and the Western Provinces, Cultural Change and Identity Formation, Archaeological Method and Theory

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

John P. Oleson, PhD (Harvard), FRSC

Ancient technology, maritime archaeology, Near Eastern archaeology

Gordon S. Shrimpton, BA, MA (British Columbia), PhD (Stanford)

Greek history and historical writing

Degrees and Specializations Offered

MA and PhD in Greek and Roman Studies, with specialization in archaeology, history, or languages and literature.

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 1. Financial aid is available through the competitive University Fellowship, 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

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. All MA applicants must be able to demonstrate a well-rounded, comprehensive knowledge of the ancient Greek and Roman worlds. MA applicants should ideally have balanced strength in Greek and Latin, or substantial experience in one language and at least basic competence in the other. Competency in reading French, German or Italian upon admission is advantageous; students will be required to demonstrate reading knowledge of one of these modern languages before completion of the MA degree. In addition to the documentation required by the Faculty of Graduate Studies (see

"Faculty Admissions", page 29), the Department of Greek and Roman Studies also requires a statement of intent from each prospective MA student outlining the student's research interests.

Admission to the PhD Program

Applicants to the PhD program are normally required to hold a BA and MA degree in one of the several areas of ancient Greek and Roman Studies. They will be expected to have focused experience in the area relevant to their intended topic of research and appropriate command of the ancient languages of Greek and Latin. Competency in reading German and either French or Italian upon admission is advantageous; students will be required to demonstrate reading knowledge of German and either French or Italian before completion of the PhD degree. Applicants to the PhD program are normally expected to have achieved a minimum GPA of 7.0 (or equivalent) in their Master's program, to have strong letters of reference, to present a clear statement of research interests, and to submit an example of scholarly work.

September is the normal entry point; we do not normally accept students at any other time of year. Courses at the graduate level, with the exception of the MA thesis and the PhD candidacy examination and dissertation, are not normally offered in the summer.

Deadlines

The application deadline for consideration for financial aid, particularly for University of Victoria Fellowships, is February 1. MA applications received after February 1 will be considered, but applicants will not usually be eligible for funding. The application deadline is April 1 for September admission.

PROGRAM REQUIREMENTS

Thesis-based Master's

Course Requirements

The Department offers a 18-unit thesis-based program leading to the MA degree. In the first year, candidates will take a full load of course work for a total of 10.5 units. They will choose three from the following six fields of study: 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 are also required to complete the Pro-seminar in Research Methods and Practices (GRS 500, 1.5 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 GMST 405 or FRAN 300) offered by the respective language departments. Students may also fulfil 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.

Phd program

1. All PhD students are required to take GRS 500, a requirement which can be satisfied either at the MA or the PhD level.

2. Students must complete 9 units of courses numbered 600 and above. Students are required to declare Classical Languages and Literature, Ancient History, or Classical Archaeology as their primary area of focus, and to complete the Reading Course or Courses which apply to that area of specialization: GRS 601A and 601B in literature for 1.5 units each (Greek and Latin literature respectively); 602A and 602B in history for 1.5 units each (Greek and Latin readings respectively); and 603 (readings in Greek and/or Latin) for archaeology for 1.5 units. Archaeologists will take 605, a methods and theory course, in place of a second semester of reading, for 1.5 units. Students then proceed to the seminar courses, in which they normally follow the curriculum for the areas of specialization for 3 units: 611 for literature; 612 for history; and 613 for archaeology. Students may, however, with the permission of the supervisor, take a seminar course outside their stream if it is beneficial for their research. Finally, students take a topical field course in their area of focus for 3 units: 621 for literature; 622 for history; and 623 for archaeology.

3. Students will complete a candidacy examination (GRS 693) for 3 units. As part of the candidacy examination, a dissertation prospectus must be approved by the student's supervisory committee. Students will be required to display competence in German and either French or Italian through written exams.

4. Students write a dissertation of 18 units which they defend in an oral examination (GRS 699).

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 "General Regulations: Graduate Co-op" on page 56.

Health Information Science

GENERAL INFORMATION

Since 1981, the School of Health Information Science has led the way 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: <uvic.ca/hsd/hinf>.

Contact Information

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Faculty Members and Areas of Research

Elizabeth Borycki, RN, HBScN (Lakehead), MN (Manitoba), PhD (Toronto), Professor

Patient Safety; Technology-induced error; Methods to Diagnose Technology-induced Error; Disease Management Systems; Clinical Informatics; Nursing Informatics; Effects of Technology on Workflow; Evaluation of Health Information Systems; Managing Health Information Systems; Health Information Technology Strategy

Karen Courtney, BA (North Carolina), BSN (North Carolina), MSN (Duke), PhD (Missouri), Associate Professor

Telehealth; Chronic disease management; Geriatric health; Nursing Informatics and Health Services Research

Alex M.H. Kuo, BSc (Taiwan), MBA (Taiwan), PhD (Nottingham, UK), Associate Professor

Data Interoperability; Health Database & Data Warehousing; Data Mining Application in Healthcare; e-Health

Andre Kushniruk, BA (Brock), BSc (Brock), MSc (McMaster), PhD (McGill), Professor and Director

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, BSc (Alberta), MSc (Alberta), MBA (Alberta), PhD (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, BSc (UVic), MA (Toronto), PhD (Western Ontario), Professor

Social Epidemiology of Addictions; Monitoring and Surveillance of Addictions Problems; Relationship Between Substance Use and Abuse with Injuries; Alcohol and Drug Policy

Abdul Roudsari, BSc (Kings College London), MSc (Kings College London), PhD (Kings College London), Professor

Electronic Healthcare; Telecare; e-health

Emeritus

Jochen R. Moehr, MD (Marburg), PhD (Hannover), Professor Emeritus

Hospital Information Systems; Medical Artificial Intelligence; Medical Records; Medical Coding; Factual Information

Systems; Health Care Technology Evaluation; Preventive Medicine

Denis Protti, BSc (Alberta) MSc (Manitoba), Professor Emeritus

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

Visiting, Adjunct and Cross-listed Appointments

Jos Aarts, BSc (Nijmegen), MSc (Nijmegen), PhD (Rotterdam), Adjunct Associate Professor

Michael Bainbridge, BMedSci (Nottingham), BMBS (Nottingham), MRCGP (Nottingham), Adjunct Associate Professor

Jeff Barnett, BSc (UBC), MSc (UVic), Adjunct Assistant Professor, UVic, Director of Clinical Informatics, Cancer Care, BC Cancer Agency, Adjunct Assistant Professor

David Birnbaum, BA (Berkley), MPH (Minnesota), PhD (UBC), Adjunct Professor

Bruce Carleton, BPharm (Washington State), PharmD (Utah), Director, Pharmaceutical Outcomes Programme, Children's & Women's Health Centre of BC, Adjunct Associate Professor

Patricia M. Coward, BScN (Toronto), MN (Alberta), PhD (Case Western Reserve), Adjunct Associate Professor

John Chelsom, BA (Oxford), PhD (City U, London), Adjunct Assistant Professor

Michael Downing, MD (Western Ontario), Medical Director, Victoria Hospice Society, Adjunct Assistant Professor

Christopher Eagle, BSc (Calgary), MD (Calgary), MBA (Western Ontario), Adjunct Professor

Lawrence Frisch, BA (Reed), MD (Harvard), MPH (Washington), Adjunct Associate Professor

Michael R. J. Guerriere, MM (Northwestern University), MD (Toronto), Adjunct Associate Professor

Robert Hayward, BA (Yale), MD (Queens), MPH (Johns Hopkins), Adjunct Professor

Marilynne Hebert, BSc (Alberta), PhD (UBC), Assistant Professor, Community Health Sciences, University of Calgary, Adjunct Assistant Professor

Darren Hudson, BSc (Alberta), MD (Calgary), MSc (UVic), Adjunct Assistant Professor

Kendall Ho, BSc (UBC), MD (UBC), Adjunct Professor

Mowafa Househ, BCom (Alberta), MEng (Toronto) PhD (Victoria), Adjunct Assistant Professor

Donald W. Juzwishin, BA (Alberta), MHSA (Alberta), PhD (Alberta), Adjunct Associate Professor

Johanna Kaipio, MSc (Helsinki), PhD (Aalto), Adjunct Assistant Professor

Karim Keshavjee, BSc (McGill), MSc (Toronto), MD (Toronto), MBA (Toronto), Adjunct Assistant Professor

Roman Mateyko, BSc, (Toronto), Adjunct Assistant Professor

Christian Nohr, MSc (Aalborg), PhD (Aalborg), Adjunct Professor

Howard Pai, BSc (Toronto), MD (Western Ontario), FRCP(C), Adjunct Assistant Professor

Morgan Price, BSc (Victoria), MD (Calgary), PhD (Victoria), Adjunct Assistant Professor

Yuri Quintana, BSc (Waterloo), MSc (Waterloo), PhD (Waterloo), Adjunct Associate Professor

Nola Ries, BA (Alberta), LLB (Victoria), MPA (Victoria), LLM (Alberta), Adjunct Assistant Professor

Thomas Rosenal, BSc (Calgary), MSc (Calgary), MD (Calgary), Professor, Community Health Sciences, University of Calgary, Adjunct Associate Professor

Richard Scott, BSc (Plymouth), PhD (Calgary), Associate Professor, Community Health Sciences, University of Calgary, Adjunct Associate Professor

Omid Shabestari, MD (Tehran), PhD (City University, London), Adjunct Assistant Professor

Brian Shorter, HNC (UK), MBA (Dalhousie), Adjunct Assistant Professor

Aviv Shackak, BSc (Ben-Gurion, Israel), MSc (Hebrew University, Jerusalem), PhD (Bar-Ilan University, Israel), Adjunct Associate Professor

Richard Stanwick, BSc (Manitoba), MD (Manitoba), MSc (McGill), Adjunct Professor

Brandon Wagar, BA (Waterloo), PhD (Waterloo), Adjunct Assistant Professor

Jens Weber, PhD (Paderborn), Adjunct Associate Professor

Erdem Yazganoglu, MSc (Toronto), MSc (Leeds), MD (Ege University, Turkey), Adjunct Assistant Professor

Jennifer Zelmer, BSc (Victoria), BA (McMaster), PhD (McMaster), Adjunct Assistant Professor

Bruno Zuberbuhler, MD (Zurich), FEBO (Paris), PhD (London), Adjunct Assistant Professor

Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the degree of MSc and PhD, and, with the School of Nursing, a double-degree MN + MSc:

- On-campus Stream, MSc

- Distributed Stream (online), MSc

- Master of Nursing and Master of Science in Health Informatics (distributed), MN + MSc

- PhD in Health Informatics

Facilities

The School has excellent computer equipment, laboratories and technical support that enable faculty and students to engage in all aspects of health informatics research. The University library holdings in various subject areas of health informatics are comprehensive and up to date. In addition, the School has well established linkages to healthcare organizations within and outside of the province that allow faculty and students to conduct research in a variety of health related field settings.

Financial Support

Limited financial support is available to incoming students on a competitive basis. No separate application is necessary; the application for admission is also used for fellowship considerations. To be eligible, students must maintain continuous full-time registration during the tenure of award, and must have an outstanding academic record (usually a minimum GPA of 7.0 on a 9-point scale). Students may not hold another major award (e.g., CIHR) in conjunction with a UVic fellowship.

Students may apply for work as research assistants within the University by approaching faculty members directly. While there is no guarantee, additional funding may be available through teaching assistantships. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

Professional Conduct

All students in the School of Health Information Science must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct. The faculty supports models for professional conduct based on the following guidelines from the HSD website: <www.uvic.ca/hsd/assets/docs/pdf/policies/hsd_professional_conduct.pdf>.

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 <www.uvic.ca/graduatestudies/admissions/>. 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 two entry points for the distributed (online) MSc stream and on-campus MSc stream each year: in January and September. For the Double Degree Master of Nursing and Master of Science in Health Informatics program (distributed) there is one entry point: in September of each academic year. The PhD in Health Informatics has one entry point in September of each academic year.

Admission to Master's Programs

Provide **two Assessment Reports** from academic referees. To strengthen your application, we recommend that your referees

attach a Letter of Reference in addition to the Assessment Report. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include two Assessment Reports from current or former employers in place of academic referees.

A **personal resumé** should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards.

A **letter of intended study** describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace or academic career, and in what ways will the program improve/change your personal career.

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.

Students in the On-Campus MSc stream may switch to the distributed MSc stream; however tuition and fees will be assessed at the distributed MSc stream rate for all courses in the MSc program including those already completed prior to switching streams.

For international students

You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop is in the summer term. We expect you to return to your country after this workshop to continue working for your current employer and not to remain in Canada.

On-Campus MSc Stream

Bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT related bachelor's degree will be considered, provided they have passed the 100 and 200 level undergraduate Health Information Science (HINF) courses or their equivalents, as well as have preferably completed one Co-op education work term. Those with relevant health IT work experience may have some of the undergraduate course requirements waived.

Distributed MSc Stream

This is a distance learning, online education program. It typically requires at least two years of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT background, or with less than 2 years of work experience, may be considered on a case-by-case basis.

Double Degree MN and MSc Health Informatics

This is a distance learning, online 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 to be eligible to apply for admission into the program. Applicants to the Double Degree

option in Nursing and Health Informatics must meet admission criteria for both programs. 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.

Admission to the PhD program

Admission will be limited to students already holding a Master's degree in health informatics or related field. Normally applicants are expected to have successfully completed a graduate level statistics course prior to application. Students will be expected to enter the program as a cohort in September. Doctoral students recruited will have research interests that link closely with the faculty's areas of specialization. The program requires full-time enrolment.

In addition to the Faculty of Graduate Studies' application requirements, the School also requires the following:

- Three letters of reference, at least two of which are from academics who can assess the applicant's capacity to conduct independent scholarly work

- CV that summarizes education, work experience, research, publications, awards and distinctions

- Sample publications or conference proceedings (if available) - For each publication or proceeding, please include the full citation, indicate the percentage (%) contribution, your role, and an electronic copy (preferably PDF).

- Thesis (if available) - For the thesis, please provide an electronic copy (preferably PDF).

- Statement letter summarizing why the applicant is interested in earning the PhD in Health Informatics; research interests; expectations of program; and if contact has been made with any faculty member regarding possible supervisory commitment.

Deadlines

For the distributed (online) and on-campus MSc programs, the deadlines for applications are April 1 for January entry and December 1 for September entry. For the PhD in Health Informatics, the deadline is December 1 for September entry.

PROGRAM REQUIREMENTS

The MSc program requires completion of coursework and a research project. All course requirements must be completed prior to proceeding to the final oral examination. Exceptional students with supervisor and Director approval may work on a thesis rather than a research project.

On-Campus MSc Stream

The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a research project or thesis. The program of study will include graduate level health informatics courses from within the School, and may include graduate elective courses from other departments within UVic.

Most graduate courses are offered online via distance education technologies, with no on-site class meetings scheduled.

The program of study will include the following requirements:

MSc - Research Project Option:

HINF 503 (1.5)   Research Methods in Health Informatics
HINF 572 (1.5)   Health Informatics: An Overview
HINF 573 (1.5)   Applied Biostatistics
HINF 580 (1.5)   Health Informatics Graduate Seminar
HINF 598 (3.0)   Research Project
Information Structure Course (choose at least 1 of the following):
HINF 501 (1.5)   Database Design
HINF 511 (1.5)   Clinical Decision Support and Information Systems
HINF 550 (1.5)   Health Information Systems Design
A minimum of 6 units from the list of HINF electives.

MSc - Thesis option:

HINF 503 (1.5)   Research Methods in Health Informatics
HINF 572 (1.5)   Health Informatics: An Overview
HINF 573 (1.5)   Applied Biostatistics
HINF 580 (1.5)   Health Informatics Graduate Seminar
HINF 599 (6.0)   Health Informatics Thesis
Information Structure Course (choose at least 1 of the following):
HINF 501 (1.5)   Database Design
HINF 511 (1.5)   Clinical Decision Support and Information Systems
HINF 550 (1.5)   Health Information Systems Design
A minimum of 3 units from the list of HINF electives.

Distributed MSc Stream

The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a research project or thesis. Distributed stream students are also required to attend a two week on-campus workshop in year one. The program of study will include the following requirements:

MSc - Research Project Option:

HINF 503 (1.5)   Research Methods in Health Informatics
HINF 572 (1.5)   Health Informatics: An Overview
HINF 598 (3.0)   Research Project
Data Analysis Course (choose at least 1 of the following):
HINF 552 (1.5)   Evaluation of e-Health
HINF 570 (1.5)   Epidemiology in Health Services Management
HINF 571 (1.5)   Health Systems Data Analysis
HINF 574 (1.5)   Modelling and Simulation in Healthcare
Information Structure Course (choose at least 1 of the following):
HINF 501 (1.5)   Database Design
HINF 511 (1.5)   Clinical Decision Support and Information Systems

MSc - Research Project Option:

HINF 550 (1.5)   Health Information Systems Design
A minimum of 7.5 units from the list of HINF electives.

MSc - Thesis Option:

HINF 503 (1.5)   Research Methods in Health Informatics
HINF 572 (1.5)   Health Informatics: An Overview
HINF 599 (6.0)   Thesis Option
Data Analysis Course (choose at least 1 of the following):
HINF 552 (1.5)   Evaluation of e-Health
HINF 570 (1.5)   Epidemiology in Health Services Management
HINF 571 (1.5)   Health Systems Data Analysis
HINF 574 (1.5)   Modelling and Simulation in Healthcare
Information Structure Course (choose at least 1 of the following):
HINF 501 (1.5)   Database Design
HINF 511 (1.5)   Clinical Decision Support and Information Systems
HINF 550 (1.5)   Health Information Systems Design
A minimum of 4.5 units from the list of HINF electives.

HINF Electives:

Electives offered vary from year to year. Students should consult with the School for details. With permission of the course instructor and the School of Health Information Science, electives may include graduate level courses relevant to your program from other UVic departments

HINF 501 (1.5)   Database Design
HINF 510 (1.5)   Information Management and Technology
HINF 511 (1.5)   Clinical Decision Support and Information Systems
HINF 516 (1.5)   Telehealth, m-Health and Pervasive Health Technology
HINF 520 (1.5)   Public Health Informatics
HINF 530 (1.5)   Evidence-Based Health Informatics
HINF 531 (1.5)   Healthcare Information Security and Privacy
HINF 535 (1.5)   Health Information Standards
HINF 536 (1.5)   Controlled Terminology Standards
HINF 537 (1.5)   Health Information Exchange Standards
HINF 550 (1.5)   Health Information System Design
HINF 551 (1.5)   Electronic Health Record
HINF 552 (1.5)   Evaluation of e-Health
HINF 560 (1.5)   Patient Safety and Quality in Health Informatics
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 573 (1.5)   Applied Biostatistics[1]
HINF 574 (1.5)   Modelling and Simulation in Healthcare
HINF 575 (1.5)   Human Factors in Healthcare

HINF 580 (1.5)	Health Informatics Graduate Seminar[1]
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)
HINF 597 (1.5)	Field Project in Health Informatics

1. *Only students in the Distributed Stream program may take HINF 573 and/ or 580 as elective courses. For students in the On-Campus program, HINF 573 and 580 are required courses and therefore not eligible for elective credit.*

Oral Examination

An oral examination is required for both the thesis and project options.

Program Length

The MSc in Health Informatics has a maximum 5 year time limit. Enrolment beyond two years will result in re-registration fees.

Master of Nursing and Master of Science in Health Informatics: Double Degree Option

The Double Degree option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.

Course Requirements

Students are required to complete 31.5 program units including an onsite program orientation prior to program commencement. In addition to completing 25.5 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.

The requirements for the double degree program are normally met through nine terms of full-time study. Students who have not completed the program within this time will be required to pay reregistration fees.

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)

Required core APN courses (6.0 units)

NURS 566 (0.5)	Trends and Issues in Advanced Practice Nursing (two)
NURS 567 (0.5)	Trends and Issues in Advanced Practice Nursing (three)
NURS 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 supervisors. HINF electives include, but are not limited to

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 |

or

| HINF 580 (1.5) | Thesis Seminar |
| NUHI 599 (6.0) | Thesis |

PhD Program

Graduates of the program will be trained to plan and execute high quality research publishable in major academic journals; results of their research will advance both the theory and practice of international Health/Medical Informatics. PhD students develop research competencies by completing course requirements and by working closely with faculty advisors on research projects. In addition to research, the PhD program will prepare students for senior and high-level careers in industry.

Program flexibility and the block teaching delivery method of the 600-level courses allow industry professionals to continue to hold professional positions while providing an on-campus experience to connect with fellow graduate students, the School, and

University community. Students will be required to travel to the UVic campus to attend in-class course components.

The goal of the PhD in Health Information is to prepare scholars who will discover and extend scientific knowledge that advances the science and practice in health informatics. Graduates of the PhD program are prepared to:

1. assume leadership roles in informatics and health care

2. generate new knowledge through research and testing of theory contribute to solutions that advance health care in a culturally diverse society

3. translate research findings into practice and policy at multiple levels

4. reflect an interdisciplinary perspective in research and scholarly endeavours

The PhD program requires the completion of a minimum of 39 units. This includes coursework, candidacy exam, and dissertation. The program of study will include the following requirements:

• HINF 500-level elective (1.5)

• HINF 602* (1.5) Theories in Health Informatics

• HINF 603* (1.5) Methods in Health Informatics

• HINF 680 (1.5) Health Informatics PhD Seminar

• HINF 693 (3.0) Candidacy Exam

• HINF 699 (30.0) PhD Dissertation

Students may take, as an elective, the Learning and Teaching in Higher Education Certificate Program (6.0 units).

* Students will be required to travel to Victoria to complete HINF 602 *and* HINF 603, *as these will be delivered with a one week intensive in-class component; additional course requirements are completed in the following weeks.*

PhD students must complete all course requirements before proceeding to the candidacy exam.

Candidacy Exam Requirements:

Students must demonstrate essential in-depth knowledge in health informatics. Assessment of a student's research ability will be determined by the successful completion of HINF 693 Candidacy Exam. As part of the candidacy exam, students will be required to submit a Major Area Paper with the topic to be determined by the supervisory committee. The major area paper should exhibit an in-depth knowledge of the topic area. The supervisory committee will assess the major area paper and oral presentation of the major area paper.

In the event that a faculty member is unable to attend in person or virtually, the member is expected to provide questions for the examination and is responsible for finding a proxy to attend the examination and ask the questions of the student. The proxy must be a member of the Faculty of Graduate Studies. It is advisable that the proxy have some substantive knowledge of the area or be knowledgeable in the research methodology. The proxy is

expected to assess the student's responses, however the proxy does not vote on the outcome of the examination. The proxy does not replace the absent member, but merely represents the absent member at the examination.

The purpose of the candidacy examination is to confirm that the student:

• Understands the research problem;
• Is aware of the advanced literature in Health Informatics in the area of his or her specific research topics;
• Has demonstrated capability to conduct the research;
• Has a realistic research plan and schedule;
• Is of PhD calibre.

Students will be evaluated and assigned a Pass/Fail for HINF 693 and will have two opportunities to pass each component of the candidacy exam (major area paper and oral exam). The second attempt to pass the Candidacy Exam must be made within three months of the first attempt. Students who fail to successfully complete the candidacy requirement after the second attempt will be required to leave the program.

Dissertation Proposal Defense:

After successfully passing their candidacy examinations, students are required to write and orally defend a dissertation proposal to their supervisory committee. As soon as the supervisory committee and student are satisfied that the dissertation proposal and oral defense meets the standards of the Faculty of Graduate Studies and the School of Health Information Science, the student will apply for ethics approval or ethics waiver and begin 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.

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 "General Regulations: Graduate Co-op" on page 56.

Master's students in the double degree 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

Mailing Address:

> PO Box 1700, STN CSC
>
> Victoria, B.C. V8W 2Y2
>
> Canada

Courier Address:

Clearihue Building B441

> 3800 Finnerty Road (Ring Road)
>
> Victoria, B.C. V8P 5C2
>
> Canada

Telephone Number:..250-721-7413

Fax Number:...250-721-6608

Email: spanit@uvic.ca

Website: <www.uvic.ca/humanities/hispanicitalian>

Chair and Graduate Adviser: Dr. Beatriz de Alba-Koch

> Email: hispchair@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 Bettaglio, PhD (SUNY-Buffalo)

> Twentieth-century Spanish and Italian literature, women's studies, gender studies, critical theory, translation theory

Silvia Colás Cardona, PhD (Calgary)

> Contemporary Cuban literature and culture, urban studies

Beatriz de Alba-Koch, PhD (Princeton)

> Colonial and nineteenth-century Spanish American literature, especially Mexico

Joseph Grossi, PhD (Ohio State)

> Regional identity in medieval literature of England and Italy

Pablo Restrepo-Gautier, PhD (British Columbia)

> Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies, travel literature

Dan Russek, PhD (Chicago)

> Modern and contemporary Latin American literature, literature and visual arts, film, the city in literature, aesthetics

Emeritus Faculty

Lloyd H. Howard, PhD (Johns Hopkins)

> Italian literature of the 13th and 14th centuries, especially Dante

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 project-based option.

Facilities

Department Research Library.

Financial Support

Each year, subject to available funding, entering students are eligible for University graduate funding up 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 expected to apply for funding from provincial, federal and external sources, specifically SSHRC.

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 ("Faculty Admissions", page 29), the Department

of Hispanic and Italian Studies also requires a statement of research intent.

Admission To Master's Programs

Admission to the thesis or project-based 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.

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: SPAN 500, Introduction to Bibliography and Methods of Research; SPAN 502, Core Reading List Course I; SPAN 503 or ITAL 503, Core Reading List Course II.

SPAN 502 will cover works taken from the general Hispanic Literature reading list; SPAN 503 or ITAL 503 will reflect the specialized area of the student's degree program and will be tailored to the specialty: Peninsular Studies; Latin American Studies; or Hispanic and Italian Studies. The other courses are variable in content and may be taken more than once, depending on the topic.

Thesis-based Master's

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.

Project-based Master's

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 "General Regulations: Graduate Co-op" on page 56.

History

GENERAL INFORMATION

The Department of History offers programs of graduate study leading to the degrees of Master of Arts in two streams (Master of Arts in History and Master of Arts in Public History) 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. Students in the MA in History (Thesis-based Option) and in the PhD complete and defend a thesis or dissertation; students in the MA in History (Project-based Option) complete an extended research paper; students in the MA in Public History complete a practicum and a major project.

Contact Information

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Chair: Dr. John Lutz

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Faculty Members and Areas of Research

Robert S. Alexander, PhD (Cambridge)

> Modern France; 19th century Europe; political history

Sara Beam, PhD (Berkeley)

> Francophone Europe 1450 - 1700; cultural and legal history

A. Perry Biddiscombe, PhD (London School of Economics)

> Modern Europe; nationalism

Neilesh Bose, PhD (Tufts)

> Modern South Asia, global history, cultural and intellectual history

Paul Bramadat, PhD (McMaster)

> Religion in Canada, religion and public policy

Penny Bryden, PhD (York)

> Post-confederation Canada, political and constitutional history

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)

> Indigenous-settler relations in the early modern Atlantic world

Simon Devereaux, PhD (Toronto)

> 18th and 19th century British criminal justice, political and cultural history

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)

> Early modern Europe; history of medicine; urban history

John Lutz, PhD (Ottawa)

> Pacific Northwest; Aboriginal-non-Aboriginal relations, European colonialism in the Pacific; Race and Digital History

Lynne S. Marks, PhD (York)

> Canadian women's and gender history, social history of religion, second wave feminism

Andrea McKenzie, PhD (Toronto)

> 17th and 18th century English social, cultural and legal history

Christine O'Bonsawin, PhD (Western Ontario)

> Indigenous Studies; sport history

John Price, PhD (British Columbia)

> Modern Japanese; Asian history

Richard Rajala, PhD (York)

> British Columbia, environmental, labour

Thomas J. Saunders, PhD (Toronto)

> Modern Germany; 20th century European culture

Oliver Schmidtke, PhD (European University Institute)

> Modern Germany; immigration

Jordan Stanger-Ross, PhD (Pennsylvania)

> Canadian/American urban history; immigration, race/ethnicity; poverty and economic inequality in Canada

Elizabeth Vibert, DPhil (Oxford)

> British colonial history; gender, race, and poverty; South Africa

Jill Walshaw, PhD (Centre for 18th Century Studies, York, U.K.)

> 17th and 18th century France; European and comparative peasant society; Cultural history; French Revolution

Paul Wood, PhD (Leeds)

> Early modern science; The Enlightenment in Europe

Guoguang Wu, PhD (Princeton)

> Political and diplomatic history of modern China, Hong Kong, and Taiwan

Serhy Yekelchyk, PhD (Alberta)

> Russian and Soviet history and culture; Modern Ukraine

David Zimmerman, PhD (New Brunswick)

> Military and naval history; science and technology

Degrees and Specializations Offered

MA in two streams: MA in History; MA in Public History. 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 both streams in 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 MA in Public History Stream

Admission requirements are the same as for the MA in History Stream, however a candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above.

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 in History 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 a passing grade in an approved reading course offered by the respective language departments. Students may also fulfill the language requirement by passing the department's written translation examination.

Note: Students will not be permitted to defend their theses until they have satisfied this language requirement.

Candidates for the MA in Public History are not normally required to demonstrate a reading knowledge of a second language.

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, HSTR 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

MA in History Stream

The History department offers both Thesis-based MA and Project-based Options in the MA in History. In both options, students must take HSTR 500 (Historiography) and 4.5 units of graduate History courses including at least 1.5 units in a topical field (usually HSTR 510 to 526) and 1.5 units in a geographical field (usually HSTR 501A to 509A). Some courses may be counted as either geographical or topical fields. Please see uvic.ca/history for details or contact the Graduate Adviser. In both programs, at least one course must be outside the area of specialization.

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

Thesis-based Option

Students in the thesis option will also take HSTR 599 (thesis).

Course requirements (Unit Values)

HSTR 500	1.5
Geographical Field Course	1.5
Topical Field Course	1.5
Geographical or Topical Field Course	1.5
Thesis	9.0
Total	**15.0**

Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

Thesis

The thesis length must be between 70 and 120 typed pages.

Program Length

The thesis MA is designed to be completed in two years.

Project-based Option

Students in the project-based option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HSTR 550 and HSTR 598 (Extended Research Paper).

Course Requirements (Unit Values)

HSTR 500	1.5
HSTR 550	1.5
Geographical Field Courses	3.0
Topical Field Course	1.5
Geographical or Topical Field Course	1.5
Major Research Paper	6.0
Total	**15.0**

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

Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HSTR 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 project-based Option is designed to be completed in one year.

MA in Public History Stream

Students are required to take HSTR 500 (Historiography), HSTR 515A (Public History), 3.0 units of graduate History courses, CH 560 (Cultural Heritage Stewardship and Sustainability) and 1.5 units of Cultural Heritage Studies courses (chosen from CH 561 or CH 562). The 3.0 units of graduate History courses may include a 1.5 unit Field School course (HSTR 528, HSTR 470/591, or GMST 489/GER 591).

Course Requirements (Unit Values

HSTR 500	1.5
HSTR 515A	1.5

Geographical or Topical Field Course (HSTR)	1.5
Geographical or Topical Field Course (HSTR), or Field School Course	1.5
CH 560	1.5
One of CH 561 or 562	1.5
HSTR 801	3.0
HSTR 597	4.5
Total	16.5

In certain cases, because of student background or course availability, one or more of the above courses (except HSTR 515A) may be replaced by a different course with approval of the Graduate Adviser. This may include a language course, a relevant graduate course in History or another department, or a 400 level course in Cultural Resource Management.

Work Experience

Students will be required to complete a work experience for course credit, normally over the summer, with a museum, archives, or other public history site (HISTR 801). This could either be a paid full-time co-op position or work experience position, a paid internship or a full or part-time unpaid practicum. Students who are currently working professionals in the field, or have extensive volunteer experience in the field, may be able to have the work experience requirement waived, at the discretion of the Department of History's Graduate Advisor.

Final Project

Students will complete a written major research paper of 40-50 pages on a public history topic, normally based on primary sources and ideally linked in some way to the focus of their work experience. A website, an exhibit, or other public history project, also based on primary sources, is an acceptable alternative to a major research paper; those choosing to do such a project would also be required to submit a written paper related to the project of at least 20 pages documenting the research component of their project.

Program Length

The MA in Public History is designed to be completed in 16 months for full-time students.

PhD Program

The Doctoral degree requires credit in 7.5 units of graduate courses, including the historiographical/historical methods course (HSTR 500), comprehensive exams in one major and two minor fields, and completion of a dissertation. (Students who have completed HSTR 500 or its equivalent at the MA level will automatically be assigned credit for the course.)

PhD students are required to take 600 level (enriched versions) of three 500 level graduate courses, each worth 1.5 units of course-work, plus a 1.5 unit dissertation-related historiographical course (HSTR 600, Historiography for Dissertation) which will usually be organized by the student's supervisor. The 600 level courses (601 and above) involve the same course work as the 500 level version of the course plus additional assignments including an expanded list of readings, additional written assignments and the creation of an undergraduate syllabus in the field. These courses will be the basis for the "fields" in which they write comprehensive exams. Students choose three courses from the list of 600 level geographical and topical field courses and are strongly encouraged to choose from both. Geographical field courses are defined by territorial or regional boundaries. Topical field courses examine significant themes that cut across geographical or temporal boundaries, such as social, military, intellectual/cultural, family, women's, indigenous, gender, religious, colonial, world or maritime history. With the approval of the graduate adviser, students may also take an enriched 1.5 unit graduate course in another department.

Major and minor fields may be defined either topically or geographically. Normally students will choose a course from the list (HSTR 601 and above) and complement it with HSTR 600, Historiography for Dissertation to constitute their major field; the other two courses selected from the same list will provide the basis for two minor fields of study. Students may also combine two linked 600 level courses (ie. Pre and Post 1900 Canadian History, 603A and B) into a major field and use HSTR 600, Historiography for Dissertation as a minor field.

Doctoral students are expected to take the three 600 level courses in successive terms during the first fall, spring and second fall terms of their enrolment in the program and complete the written comprehensive exam following the conclusion of each course. HSTR 600 will normally be taken during the same term as the course serving as the basis for a student's major field and be examined as part of that field. If HSTR 600 is taken as a minor field it will be examined separately, but in that case the two courses that compose the major field (eg HSTR 603A and 603B) will be examined together, with a single exam following completion of the second of the two courses. In special cases, PhD students may be allowed, with the approval of the graduate adviser, to take two 600 level courses in the same term, and write one of the comprehensive exams the following term. Students must pass all three comprehensive exams. A student failing only one comprehensive exam will be allowed to rewrite that exam a single time. Students will remain registered in HSTR 693 (comprehensive examinations) until they have successfully passed all three comprehensive examinations.

After completing the written comprehensive exams, a doctoral student will make a presentation of his/her dissertation proposal to their supervisory committee at a meeting chaired by the graduate adviser. This process will normally occur during the spring term of a student's second year in the program. The proposal is graded on a pass/fail basis; that outcome is entered as the student's grade for HSTR 695. Students are allowed a second attempt should they fail the process on the first try. Highly motivated students who satisfy normal program requirements will be allowed to present their dissertation proposal before the spring of their second year, with permission of the graduate adviser.

During at least the first two years of the PhD program, students are expected to attend the Graduate Student Workshop series of presentations and departmental lectures on a regular basis.

Course Requirements (Unit Values)

Historiography HSTR 500	1.5
Geographical or Topical Field Courses	4.5
Directed Study Course HSTR 690	1.5
Comprehensive Exams HSTR 693	3.0
Dissertation Proposal HSTR 695	1.5
Thesis	25.5
Total	**37.5**

Concentration in Cultural, Social and Political Thought (CSPT)

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration-an interdisciplinary graduate concentration open to selected MA and PhD students in English, Environmental Studies, History, Political Science, and Sociology-must meet the admission requirements for the MA or PhD program. Applicants must apply online, choosing the Concentration in Cultural, Social and Political Thought (CSPT) option for History. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. For full information about the program see http://www.uvic.ca/interdisciplinary/cspt/. Students must meet the core graduating requirements of History as well as specific requirements of the CSPT Program. See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 3. The Graduate Adviser in History should be consulted for details.

Graduate Professional Certificate in Cultural Heritage Studies

For Master's students interested in careers in museum work, public history or historical preservation, our program will be partnering with the Division of Continuing Studies and Faculty of Fine Arts in support of the Graduate Professional Certificate in Cultural Heritage Studies. Students will get MA course credit for one of five Certificate courses that they can take in pursuit of a professional certificate in cultural heritage. One of the four remaining courses may be taken as an internship to build professional experience. For more information please consult the Graduate Adviser.

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 "General Regulations: Graduate Co-op" on page 56.

Indigenous Education

GENERAL INFORMATION

Contact Information

Indigenous Education
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> PO Box 1700 STN CSC
> Victoria, BC V8W 2Y2

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Website: <http://www.uvic.ca/education/prospective/indigenous/>
Director: Dr. Onowa McIvor
> Email: ied.director@uvic.ca
> Phone: 250-721-7826

Graduate Adviser: Dr. Trish Rosborough
> Email: rosboro@uvic.ca
> Phone: 250-721-6180

Graduate Secretary: CJ Bungay
> Email: iedlpa@uvic.ca
> Phone: 250-721-7824

Faculty Members and Areas of Research

Indigenous Education

Onowa McIvor, PhD (UBC)

> Indigenous language and cultural revitalization, second language acquisition, Indigenous early childhood education (ECE), Indigenous K-12 education, Indigenous post-secondary education, and identity development.

Carmen Rodriguez de France, PhD (UVic)

> Heritage language maintenance; bilingualism, Indigenous early childhood education, care and development, teacher education, Indigenous curriculum development and pedagogy; Indigenous epistemologies.

Trish Rosborough, EdD (UBC)

> Indigenous language revitalization, Indigenous K-12 education, teacher education

Linguistics

Sonya Bird, PhD (Arizona)

Phonetics and phonology interface; Salish languages; Athabascan languages

Ewa Czaykowska-Higgins, PhD (MIT)

Theoretical phonology and morphology; Salish languages; language revitalization; Slavic languages

Leslie Saxon, PhD (California, San Diego)

Athabaskan/Dene languages, syntax, language revitalization, community-based research, historical and comparative linguistics, morphology

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)

Theoretical morphology and phonology; Coast Salish languages; language revitalization

Peter Jacobs, PhD (UBC)

Indigenous language revitalization, Skwxwu7mesh language, Kwakw'ala, Salish linguistics, control in Salish, lexical aspect, lexicography, First Nations Adult language learning, second language acquisition, First Nations museum exhibits, First Nations high school language curriculum.

Degrees and Specializations Offered

Indigenous Education in partnership with the Department of Linguistics offers programs leading to:

- Graduate Certificate in Indigenous Language Revitalization
- Master of Arts in Indigenous Language Revitalization
- Master of Education in Indigenous Language Revitalization.

Facilities

Multi-media laboratories and a curriculum library are housed within the MacLaurin Building. The Department of Linguistics is fully equipped for audio and video recording, editing, and analysis, and has facilities and personnel to support computer-based language learning and teaching. The **First Peoples House** located in the heart of the campus includes a student social gathering space, a reading room, a lunch room, and an Elders' Lounge. Indigenous Education and the Department of Linguistics are affiliated with a number of research centres at UVIC, including the Centre for Youth and Society, the Centre for Early Childhood Research and Policy, and the provincial Indigenous Child Welfare Research Network.

Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. Please contact Indigenous Student Adviser for more information.

ADMISSION REQUIREMENTS

Admission to Master's Programs

For applicants to all the Indigenous Education graduate programs the admission requirements are:

- A baccalaureate degree (or equivalent degree from another country) from an accredited and recognized institution
- A grade point average of 5.0 (B) in the work of the last two years (30 units) leading to this baccalaureate degree
- Or, mature student category -- 4 years professional experience since graduating with a baccalaureate degree
- Or, mature student admission with modified academic requirement as per the Exceptional Entry guidelines below

Applicants must submit **two letters of reference** (the same two letters required for admission to Faculty of Graduate Studies), provided by two referees who can be a professional colleague, professor or other academic authority, or an Indigenous Language Authority.

Applicants must submit a **statement of intent** describing their interest in the program and how they plan to use the program to promote community development in Indigenous language and culture revitalization.

First priority will go to applicants who are proficient/literate or semi-proficient/literate in any Indigenous language.

Admission to the Graduate Certificate

For a limited time an exceptional entry is available to applicants to the graduate programs who have extensive expertise in the language and culture of their respective communities and have shown significant leadership in language and culture revitalization projects but do not hold a baccalaureate degree. Exceptional entry applications must provide a profile or CV and portfolio indicating previous education (certificates and diplomas), related professional experience, and training, an additional letter of reference attesting to the applicant's level of fluency from an Indigenous Language Authority, as well as the regular application requirements to Graduate Studies. The evidence provided in the form of a profile and portfolio will be holistically considered, weighing the sum total of all previous education and experience for preparedness and suitability for the program. Guidelines for profile and portfolio will be included in the application materials as well as posted on the Indigenous Education website. For further assistance with this requirement please contact the Indigenous Student Adviser. Applicants in this category are encouraged to begin preparation of the portfolio well in advance of the application and documentation deadlines in order to receive feedback and assistance from Indigenous Education in its preparation and submission for consideration by the Program Admissions Committee.

Students who have successfully completed the coursework for the certificate program may apply to transfer the coursework to the Master's program.

Students who choose to transfer to the degree program will not receive the certificate designation. Students who do not complete the Master's program may apply to receive the certificate as an exit credential provided they have successfully completed the first two terms of the Master's program.

It is expected that this condition will be applied for the first 5 years of the program only, from the year the program began.

Deadlines

Please note the following application deadlines for entry in Summer Term

- January 15: Application Deadline

- January 31: Document Deadline

Applications and documentation received after the deadline may be accepted by the Graduate Admissions and Records Office, but there is no guarantee that the application will be processed and evaluated in time for a decision for the desired entry point. Applicants who submit application forms or documentation after the deadlines do so at their own risk. Application Fees will not be refunded.

PROGRAM REQUIREMENTS

The Graduate programs in Indigenous Language Revitalization are full-time programs delivered in a flexible format. Courses are offered variously as summer institute programs, and blended formats combining face-to-face course delivery and distance learning, minimizing the on-campus requirements. As these are cohort-based programs, all candidates for the Indigenous Language Revitalization programs must move together through the sets of courses.

Graduate Certificate in Indigenous Language Revitalization

The certificate is based on 6.0 units of course work and includes a small-scale community-based project as part of a community-based research course (LING/IED 531).

Program Unit Total: 6.0	
IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods

Program Length

Usually completed in two terms.

Masters of Arts in Indigenous Language Revitalization

Program Unit Total: 16.5	
IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
IED 510 (1.5)	Leadership & Governance for Language Revitalization
IED 520 (1.5)	Program and Curriculum Development in Language Revitalization
LING 574 (1.5)	Seminar in Applied Linguistics
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods
One of:	
LING 575 (1.5)	Research Methods in Applied Linguistics
IED 530 (1.5)	Indigenous Research Methods
and	
IED 599 (4.5)	Thesis

Program Length

Designed to be completed over two calendar years.

Masters of Education in Indigenous Language Revitalization

Program Unit Total: 16.5	
IED 572 (1.5)	SKALs: Indigenous Epistemologies
IED 531 (1.5)	Researching Community-Based Initiatives in Language Revitalization
LING 578 (1.5)	Sociocultural Theory and Second Language Learning
IED 510 (1.5)	Leadership & Governance for Language Revitalization
IED 520 (1.5)	Program and Curriculum Development in Language Revitalization
LING 574 (1.5)	Seminar in Applied Linguistics
One of:	
LING 577 (1.5)	The Global Context of Language Revitalization
LING 500 (1.5)	Linguistic Field Methods
One of:	
LING 575 (1.5)	Research Methods in Applied Linguistics
IED 530 (1.5)	Indigenous Research Methods
and	
IED 597 (1.5)	Comprehensive Exam
IED 598 (3.0)	Major Project

Program Length

Designed to be completed over two calendar years.

Indigenous Governance

GENERAL INFORMATION

Contact Information

Indigenous Governance

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Program Assistant & Graduate Secretary: Marla Sampson

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Faculty Members and Areas of Research

Taiaiake Alfred, Professor and Director, Indigenous Governance, PhD (Cornell)

> Specialization in Indigenous governance traditions, First Nations politics, Haudenosaunee history and culture, leadership, decolonization, nationalism, political philosophy and cultural restoration.

Jeff Corntassel, Associate Professor, Indigenous Governance, PhD (Arizona)

> Specialization in Indigenous political movements, community resurgence, global Indigenous rights discourse, and sustainable self-determination.

Dee Devi Mucina, Assistant Professor, Indigenous Governance, PhD (Toronto)

> Specialization in international Indigenous masculinity, oral Ubuntu philosophy, decolonizing Indigenous fathering, and Ubuntu governance.

Heidi Kiiwetinepinesiik Stark, Assistant Professor, Cross-Listed, Indigenous Governance, PhD (Minnesota)

> Specialization in Indigenous comparative politics, Indigenous diplomacy and treaty relations, Indigenous law and governance, and US/Canadian Indigenous law and policy.

Adjunct Faculty Appointments

Hokulani K. Aikau, BS (Utah), MA (Memphis), PhD (Minnesota)

Brad Coombes, BA & PhD (Otago)

Noelani Goodyear Ka'ōpua, BA (Hawai'i), PhD (California, Santa Cruz)

Lisa Monchalin, BS and MA, Eastern Michagan), PhD, (Ottawa)

Noenoe K. Silva, BA, MLIS & PhD (Hawai'i)

Lisa Strelein, BComm & LL.B (Murdoch Australia), PhD (Australian National)

Local Indigenous Advisory Council

Cheryl Bryce, Songhees First Nation

Myrna Crossley-Elliot, Songhees First Nation

Dave Dennis, Huu,Ay-Aht First Nation

Marian Nicolson, Dzawada'enuxw Tribe of the Kwakwaka'wakw First Nations

Sioliya (June Quipp), Cheam First Nation

Temosen (Charles Elliott), Tsartlip First Nation

Degrees and Specializations Offered

Master of Arts in Indigenous Governance.

Financial Support

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. 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. 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 that the application and documentation deadline for September admission is January 15.

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 Master's 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 more intensive formats. All candidates for the MA 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

Course Requirements

Indigenous Governance Core Courses (6.0 units)

IGOV 520 (1.5)   Indigenous Governance

Course Requirements

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 575 (3.0)   Mentorship

All students must register in a year-long Mentorship that will include weekly meetings with a faculty member to help guide the student's research and support professional development.

IGOV Elective Courses (1.5 units required)

IGOV 560 (1.5)   Indigenous Peoples and Globalization
IGOV 570 (1.5)   Indigenous Women and Resistance

Students must take an additional graduate level course selected from among IGOV electives or approved courses in related fields of study with permission on a case-by-case basis, of the relevant Faculty, the student's supervisor and the Graduate Adviser.

Community Governance Project (4.5 or 6.0 units*)

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 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 in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internship placements must be approved by the Director, and will typically involve one hundred hours of work in the community and the completion of a comprehensive report based on the internship experience. Before registering in the Community Governance Project, a student must have completed all core courses (IGOV 520, 530, 540, and 550) as well as Mentorship (IGOV 575) and their elective.

Note: Only Students who have entered the Master's 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 MA program on or after September 2009 need to register in the 4.5 unit section of IGOV 598.

Oral Examination

An oral examination is required upon completion of the internship and should encompass content from coursework, research papers, and the Community Governance Project.

Program Length

The Master's is normally completed in 18-24 months although it is possible to complete in one calendar year

Interdisciplinary Graduate Programs

GENERAL INFORMATION

Contact Information

Faculty of Graduate Studies

Location: University Centre, second floor, Room A207

Mailing Address:

> Faculty of Graduate Studies
>
> University of Victoria
>
> PO Box 1700 STN CSC
>
> Victoria, BCV8W 3P2

Courier Address:

> Faculty of Graduate Studies
>
> 3800 Finnerty Road
>
> University Centre, Room A207
>
> Victoria, BCV8P 5C2

Telephone Number:...250-721-7970

Fax Number:..250-721-8957

E-Mail: fgs@uvic.ca

Website: <web.uvic.ca/gradstudies>

Dean: Dr. David Capson

> E-Mail: graddean@uvic.ca
>
> Phone:..250-721-7970

INTD Graduate Adviser: TBD

> E-Mail: intdadv@uvic.ca
>
> Phone:..250-472-7970

INTD Assistant: TBD

> E-Mail: intdsec@uvic.ca

Phone:..250-721-7970

Faculty Representatives to the INTD Committee

Stephen V. Evans, PhD, Associate Dean of Graduate Studies, Chair

Graduate Advisor, Vice-Chair, TBD

Evanthia Baboula, DPhil, Fine Arts

Margaret Cameron, PhD, Humanities

Monica Prendergast, PhD, Education

Dennis Jelinski, PhD, Social Sciences

Theodore L. McDorman, LLM, Law

Terri Lacourse, Science

George Tzanetakis, PhD, Engineering

Rebecca N. Warburton, PhD, Human and Social Development

Ada Saab, Director, Graduate Admissions & Records (non-voting)

Faculty Members and Areas of Research

All regular members of the Faculty of Graduate Studies are eligible to supervise Interdisciplinary Graduate Students.

An interdisciplinary graduate program integrates knowledge, skills, data, ideas and insights from different domains of knowledge to examine a phenomenon that lies beyond the purview of a single area of knowledge and/or specific discipline(s). Interdisciplinary research may also involve integrating research approaches from different domains or disciplines. The form of interdisciplinary graduate studies varies. Some programs focus on bringing two or more discrete disciplines together to address a research question. Other programs may focus on an interdisciplinary phenomenon or area of research that requires interdisciplinary knowledge development. The questions raised and explored by interdisciplinary research may lead to expanded knowledge about a phenomenon as well as new perspectives and/or areas of investigation for the disciplines themselves.

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; Neuroscience; Social Dimensions of Health Research; interdisciplinary graduate programs in Cultural, Social, and Political Thought (refer to calendar entry for English, Environmental Studies, History, Political Science or Sociology).

2. Students may enrol in a program within a regular disciplinary academic unit 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 of British Columbia; 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. A student may undertake an individual interdisciplinary studies (INTD) 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. The Individual INTD degree must be supported through a combination of two academic units (the home or primary unit and the co-supervising or secondary unit). Individual interdisciplinary degrees are generally offered at doctoral and master's levels; however, one of the units must have an established graduate degree program at the same

level as the proposed interdisciplinary degree program. It is the applicant's responsibility to arrange the details of the program under the guidance of her proposed supervisory committee. The academic units and the Faculty of Graduate Studies are under no obligation to arrange or approve interdisciplinary programs.

Individual Interdisciplinary Studies Programs (INTD)

Individual interdisciplinary programs are subject to all of the usual Faculty of Graduate Studies regulations. Interested students are required to contact the interdisciplinary Graduate Advisor for an information session before proceeding to the application process. The program proposal must be formulated by the applicant under the guidance of the prospective supervisors. Each application is evaluated by the Interdisciplinary Committee of the Faculty of Graduate Studies. **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 four-year undergraduate university degree, students will normally be required to have a minimum Grade Point Average of 7.00 (A-).

Potential applicants must develop a degree program and assemble a supervisory committee before making a formal application.

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

Application Procedures

Students should consult the INTD Application Instructions found under 'Program information' on the Graduate Studies website. <uvic.ca/graduatestudies>

INTD applications consist of several sections assembled in this order: Resume, Research Proposal, Program Proposal, and Letters of Support. Students should note the strict limitations on number of pages, typeface, font size, etc. Each of these sections is submitted independently via the online INTD application process, available at <uvic.ca/garo>

Interested students are advised to initiate the application process two to four months in advance of their intended submission date to allow sufficient time for the proposal to be formulated in collaboration with their prospective supervisors and for permission to be obtained from the chairs of the academic units concerned**. All the steps outlined on the Graduate Studies INTD website must be completed by the official application deadline.**

Application deadlines

- May 15 for September entry
- September 30 for January entry
- January 31 for May entry

Notifications are sent out between 4 and 6 weeks after the deadline. Students who wish early notification may apply one or two terms in advance of their intended entry date.

The Faculty of Graduate Studies may limit the number of Individuals enrolled in Interdisciplinary Graduate degree programs.

PROGRAM REQUIREMENTS

Proposal Approval for Individual Interdisciplinary Degrees

Before an offer of admission can be made, applicants must have an interdisciplinary degree program approved by the Faculty of Graduate Studies. This proposal is jointly developed by the applicant and the projected supervisor and includes a completed Individual Interdisciplinary Graduate Program for Approval form (including signatures of proposed supervisory committee) and a rationale for the program. The program must be genuinely interdisciplinary, and the rationale must indicate the reasons it is necessary to create an individual interdisciplinary degree rather than have the student apply to an existing program.

Academic Supervisor for Individual Interdisciplinary Degrees

Supervisory committee members from two academic units must be designated as academic co-supervisors. It is important to ascertain the specific roles of each supervisor. One of the co-supervisors will take the administrative lead. The academic unit of this administrative co-supervisor normally serves as the administrative home for the student's program.

Degree Program and Supervisory Committee for Individual Interdisciplinary Degrees (Master's and PhD)

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. For both PhD and Master's programs, there must be a supervisory committee member from two departments which are designated as academic co-supervisors. In addition to the co-supervisors, the supervisory committee normally will include at least one other member from a relevant field of study.

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

Program and Course Designation

The student's official record will indicate the program as "Interdisciplinary." The degree program can consist of appropriate

INTD courses as listed below as well as regular courses from other academic units.

- INTD 580[1] (1.5-3.0): Directed Studies

- INTD 599[2] (4.5-12.0): Thesis

- INTD 680[1] (1.5-3.0): Directed Studies

- INTD 693[2] (3.0): Candidacy Examination

- INTD 699[2] (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. The candidacy exam includes both a written and oral component. The format of the examination may vary based on the specific circumstances. The written component is intended to provide a foundation for the future research project. To that end, the format of the written component will include two or more papers outlining the scholarly context and relevant research methodology or a plan outlining the proposed research for the PhD dissertation that includes a summary of relevant existing research and literature and a bibliography. Alternative models for the written component of the exam, if deemed necessary, will normally be decided upon during the first semester of the student's registration. The papers and oral component will be evaluated on a pass/fail basis by the PhD supervisory committee. In the event the student does not pass one or both of the components the student is afforded one additional opportunity to successfully pass both components within three of months of the original oral exam date.

The co-supervisors, along with the student, will determine if INTD 693 (Candidacy Examination) will be a pre- or co-requisite to INTD 699 (Dissertation). As well, the time limit for completion of candidacy will be determined at the beginning of the program. If the time limit is other than the Faculty of Graduate Studies policy of 36 months, it will be the responsibility of the home academic unit to keep track of this time limit.

Program Length

Master's degrees could be completed in two years, doctoral degrees within 3 to 5 years. Normally, a student proceeding toward a master's degree will be required to complete all the requirements for the degree within five years (60 consecutive months) from the date of the first registration in the master's degree. In no case will a degree be awarded in less than 12 consecutive months from the time of first registration.

Normally, 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 a student transfers to a 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 24 consecutive months from the time of first registration.

Students must obtain approval for a program extension prior to the time limit expiry date. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

Concentration in Cultural, Social and Political Thought (CSPT)

Location: Cornett Building, Room B138

Mailing Address:

Cultural, Social and Political Thought

    University of Victoria

    PO Box 3050 STN CSC

    Victoria, BCV8W 3P5

    Canada

Courier Address:

    3800 Finnerty Road

    Cornett Building B138

    Victoria, BCV8P 5C2

Telephone Number:... 250-472-5185

Website: <www.uvic.ca/interdisciplinary/cspt/>

Director: Dr. Peyman Vahabzadeh

    Email: csptdi@uvic.ca

    Phone:... 250-721-6353

CSPT Program Assistant:

    Email: csptsec@uvic.ca

    Phone:... 250-472-5185

This concentration is available to selected graduate students in English, Environmental Studies, 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 receive approval from both the department and the CSPT Admissions Committee.

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

- CSPT 501

- at least 1.5 units of CSPT 500

- a thesis worth from 6 to 9 units, on an approved topic within the field of cultural, social and political thought, under the direction of a supervisory committee including at least two participating CSPT faculty members.

- 3 to 6 units of other courses at the graduate level approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee, to a total of 15 units for the program as a whole including the thesis and CSPT course requirements.

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

- CSPT 601

- at least 1.5 units of CSPT 600

- a candidacy examination within the field of cultural, social and political thought.

- At least 4.5 units of other courses at the doctoral level, approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.

- A second candidacy examination in a field approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.

- A dissertation worth 30 units on an approved topic within the field of cultural, social and political thought, under the direction of a supervisory committee including at least two participating CSPT faculty members.

Law

GENERAL INFORMATION

Contact Information

Faculty of Law

Location: Murray and Anne Fraser Building, Room 119

> Mailing Address:
>
> Faculty of Law, University of Victoria
>
> PO Box 1700, STN CSC
>
> Victoria, B.C. V8W 2Y2
>
> Canada

Courier Address:

> Room 119, Murray and Anne
>
> Fraser Building
>
> McGill Road
>
> University of Victoria

Telephone Number:...250-721-8913
Fax Number:...250-721-6390

Email: gradlaw@uvic.ca

Website: <www.uvic.ca/law/graduate>

Dean: Professor Jeremy Webber

> Email: lawdean@uvic.ca
>
> Phone:.. 250-721-8147

Graduate Adviser:

Dr. Victor Ramraj, Director of Graduate Programs

> Email: gradlaw@uvic.ca
>
> Phone:.. 250-721-8154

Graduate Assistant: Abby Winograd

> Email: gradlaw@uvic.ca
>
> Phone:.. 250-721-8913

Faculty Members and Areas of Research

Elizabeth Adjin-Tettey, DJur (Osgoode)

> Associate Dean, Administration and Research. Torts; remedies; insurance; race, ethnicity, and the law; feminist analysis of law

John Borrows, FRSC, PhD (Osgoode)

> Canada Research Chair in Indigenous Law. Indigenous legal traditions, Canadian aboriginal law, comparative indigenous rights, Canadian constitutional law, and comparative constitutional law

Gillian Calder, LLM (Osgoode)

> Constitutional law, feminist legal theory, social benefits law, family law, performance and law

Kathryn Chan, LLM, DPhil (Oxford)

> Law of the voluntary sector, the law of gift, administrative law and regulation, religious freedom, comparative law, and human rights and legal pluralism

Patricia Cochran, PhD (UBC)

> Constitutional law, evidence law, political and legal theory, theories of judgment.

Deborah L. Curran, LLM (California, at Berkley)

> Hakai Professor in Environmental Law and Sustainability. Water law, growth management and land use law, food systems, and the common ownership of property, real estate and shared-decision making

Maneesha Deckha, LLM (Columbia)

> Feminist and postcolonial legal theory, critical animal studies, animal law, health law, bioethics, elder law, law and culture, law and society

Gerard A. Ferguson, LLM (New York)

> University of Victoria Distinguished Professor. Criminal law, criminal procedure, sentencing, mental health law

J. Donald C. Galloway, LLM (Harvard)

Torts, immigration and refugee law, jurisprudence, citizenship law

Mark R. Gillen, LLM (Toronto)

Securities regulation, business associations, trusts, taxation law, competition law

Donna Greschner, BCL (Oxon)

Constitutional law, comparative constitutional law, equality rights, health-care law, legal theory

Robert G. Howell, LLM (Illinois)

Intellectual property, managing intellectual property, telecommunications, private international law (conflicts of law)

Rebecca Johnson, SJD (Michigan)

Law and society, legal discourse, culture and the humanities, law and popular culture, law and literature, feminist legal theory, statutory interpretation, criminal law, equality law

Freya Kodar, LLM (Osgoode)

Pensions (public and private), debt and credit regulation, income security, care work, feminist political economy and disability and the law

Michelle S. Lawrence, PhD (Simon Fraser)

Criminal litigation and justice policy

Hester A. Lessard, LLM (Columbia) - Professor Emeritus

Constitutional law, feminist legal theory, equality rights

Carol Liao, PhD Candidate (UBC/Toronto)

Corporate law, business ethics, law and economics, contracts, securities regulation, commercial and consumer law, corporate social responsibility, responsible investment and impact investment, social enterprise law.

Colin Macleod, PhD (Cornell)

Moral, political, and legal philosophy; jurisprudence (especially the relation between law and morality); children's rights

Theodore L. McDorman, LLM (Dalhousie)

Public international law, international ocean law

M. Jerry McHale, QC, LLB (Alberta)

Mediation and dispute resolution, access to justice and justice reform, family law, procedural law, policy development and the legislative process

John McLaren, LLD (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 Professor in Environmental Law and Policy. Environmental and resource management, political ecology and green legal theory, international environmental law, urban sustainability, community-based governance

Val Napoleon, PhD (UVic)

Law Foundation Professor of Aboriginal Justice and Governance. Indigenous legal traditions, indigenous legal theory, indigenous feminism, citizenship, self-determination, and 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

Pooja Parmar, PhD (UBC)

Legal pluralism, human rights law, indigenous rights, international law, legal history, property, law and development, intersections of law and colonialism, law & society, qualitative research methods, India, South Asia

Victor Ramraj, PhD (Toronto)

Director, Graduate Program in Law (Spring) and Law Chair, Centre for Asia-Pacific Initiatives (CAPI). Comparative constitutional law, legal history of state and company, theoretical and practical implications of transnational law and legal pluralism, domestic constitutional law of transnational corporations and global regulation.

Supriya Routh, PhD (Uvic)

Labour and employment law, theoretical conceptualizations of work, workers' organization initiatives, international labour law, atypical and informal workers and law in the global South, human rights and human development.

Chris Tollefson, LLM (Osgoode)

Hakai Chair in Environmental Law and Sustainability. Environmental law and policy, environment and international trade, environmental/resource management and Aboriginal rights, forest law and policy, coastal zone management, clinical legal education

Jim Tully, PhD (Cambridge) - Professor Emeritus

Distinguished Professor of Political Science, Law, Indigenous Governance, and Philosophy. Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights

Jeremy Webber, LLM (Osgoode)

Dean of Law. Law and society, cultural diversity, constitutional law and theory, Aboriginal rights

Degrees and Specializations Offered

The Faculty of Law offers programs of study leading to the degrees of Master of Laws in Law and Society and Doctor of Philosophy in Law and Society. The programs provide an opportunity for advanced research at the intersection of "Law and Society" and are rigorously interdisciplinary both in their coursework and research components. In many cases, students will be expected 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 the following areas of concentration:

- Aboriginal Law and Indigenous Rights

- Constitutional Law

- Environmental Law and Policy

- Legal Theory, especially Feminist and Critical Legal Theory

- Legal History

- Market Regulation (for example, Employment and Labour Law, International Private and Public Law, and Commercial Law)

Students in other areas may also be admitted if supervisory resources exist. In each area of research, students are required to relate understanding of the law to another body or other bodies of knowledge and practice.

The course requirements for the program consist of:

a) two core graduate seminars designed to introduce students to fundamental research questions and methodologies;

b) a set of graduate courses that permit advanced studies in Law organized around students' individual interests or special opportunities provided by visitors to the Faculty;

c) graduate courses offered by our strong partner faculties; and

d) upper-level Law undergraduate seminars across a wide range of subjects.

Full information on Law courses can be found on the Faculty's website: <www.uvic.ca/law>.

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 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

Please see the Law Graduate Program website for more information.

http://www.uvic.ca/law/graduate/tuitionandfunding/index.php

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 January 7. Applications are reviewed by the Graduate Admissions and Records Office and then by the Law Graduate Studies Committee. The admission selection process is competitive. Not all students who meet the minimum requirements can be admitted.

PROGRAM REQUIREMENTS

LLM Program

The LLM in Law and Society is primarily a thesis-based degree. There is a small coursework and major research paper component that requires additional coursework. Both options are rigorously interdisciplinary and require full-time registration in the program for a minimum of three terms (twelve months). Please note that,

in the admission process, preference is given to applications for the thesis LLM over the coursework 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

Thesis Option	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses)	1.5
Thesis (LAW 599)	9.0
Total:	**15.0**

Other Requirements

The minimum residency period for the LLM program is three 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 - Coursework Option

Course Requirements

Coursework Option	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses, with no more than 3 units at the Undergraduate level)	4.5

Coursework Option	
Major Research Paper (LAW 598)	6.0
Total:	**15.0**

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).

PhD Program

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 Graduate Legal Studies determines, taking into account their academic preparation.

The PhD program requires a minimum of five terms (20 months) of full-time registration.

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) within two years of entering the PhD program. Students must be enrolled in LAW 693 (PhD Candidacy Examination) until they pass the Candidacy Examination and are then permitted to enroll in LAW 699 (PhD Dissertation). PhD students' dissertations must meet the University's standards for doctoral dissertations.

Students' dissertations will be supervised by one Law and, frequently, one non-Law supervisor with a supervisory committee of three (the co-supervisors, if applicable, and one or two other faculty members).

Course Requirements

With an LLM (or equivalent)	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each)	3.0
PhD Candidacy Examination (LAW 693)	3.0
Dissertation	21.0*
Total	**30.0**

*minimum

Without an LLM (or equivalent)	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law course and/or other non-Law course)	1.5
PhD Candidacy Examination (LAW 693)	3.0
Dissertation	36.0
Total	**45.0**

Other Requirements

The minimum residency requirement for the PhD program is three terms (12 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
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  Canada
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  Canada
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Email: lingdept@uvic.ca
Website: <www.uvic.ca/ling>
Chair: Dr. Hossein Nassaji
  Email: nassaji@uvic.ca
  Phone: 250-721-7422
Graduate Adviser: Dr. Sonya Bird
  Email: sbird@uvic.ca
  Phone: 250-721-7434
Graduate Secretary: Jenny Jessa
  Email: jessa@uvic.ca
  Phone: 250-721-7424

Faculty Members and Areas of Research

John Archibald, PhD (Toronto)

  Second language acquisition; phonological acquisition; phonological theory

Sonya Bird, PhD (Arizona)

  Phonetics and phonology interface; Salish languages; Athabaskan languages

Ewa Czaykowska-Higgins, PhD (MIT)

  Theoretical phonology and morphology; Salish languages; language revitalization; Slavic languages

Alexandra D'Arcy, PhD (Toronto)

  Language variation and change; sociolinguistic theory; historical sociolinguistics; grammaticalization

Li-Shih Huang, PhD (Toronto)

  Applied linguistics; second language acquisition; English for academic purposes; language learning and use strategies; sociocultural theory

Peter Jacobs, PhD (UBC)

  Skwxwu7mesh language; Kwakw'ala; Indigenous language revitalization; lexical aspect

Hua Lin, PhD (Victoria)

  Second language phonetics and phonology; phonology; Chinese linguistics

Martha McGinnis-Archibald, PhD (MIT)

  Syntactic theory; comparative linguistics; syntactic interfaces with morphology and semantics

Hossein Nassaji, PhD (Toronto)

  Applied linguistics; second language acquisition; discourse analysis; second language literacy

Leslie Saxon, PhD (California, San Diego)

  Syntax; morphology; comparative and historical linguistics; Athabaskan/Dene languages; language revitalization

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)

Theoretical morphology and phonology; Coast Salish languages; language revitalization

Emeritus

John H. Esling, PhD (Edinburgh), FRSC

Articulatory and auditory phonetics; sociophonetics; second language acquisition

Thomas E. Hukari, PhD (Washington)

Grammatical theory; syntax; morphology; Salish languages

Joseph F. Kess, PhD (Hawaii), FRSC

Psycholinguistics; sociolinguistics; Asian and Pacific languages

Lorna Williams, PhD (Tennessee)

First Nations ancestry; Indigenous education; languages, cultures, and traditions

Degrees and Specializations Offered

The Department of Linguistics offers programs of study and research leading to the degrees of Doctor of Philosophy and Master of Arts, especially as this applies to syntactic theory, morphological theory, phonological theory, experimental phonetics and sociolinguistics. The department has notable strengths in languages of the Pacific Rim and Indigenous languages of Western North America, including issues of language endangerment.

The department also offers a program of study and research leading to the degree of Master of Arts in Applied Linguistics in the areas of second language acquisition (SLA) and second language teaching methodologies.

Facilities

The department has an extensive phonetics laboratory as well as rooms with work stations for students and research assistants, and technical support for projects.

Financial Support

Linguistics students are eligible for University of Victoria Fellowships. In addition, the department offers several scholarships of varying amounts, as well as teaching and research assistantships. Both entering and continuing students in the program are automatically considered for scholarships. Students must apply for 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) under "English Language Proficiency", page 30. 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. For all programs, a minimum acceptable IELTS score is 7.0.

Although it is possible to enter the program at any entry point listed under "Entry Points", page 29, September entry is advised, as many of the courses listed for the Spring term have prerequisite courses given only in the Fall. Graduate courses are seldom offered in the Summer Session.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between eight and twelve students are admitted to the program each year.

Admission to the MA in Applied Linguistics

Admission to the program requires a bachelor's degree, preferably in Linguistics or Applied Linguistics, or a bachelor's degree with a Diploma in Applied Linguistics, or equivalent, with a minimum overall average of B+ (6.00 GPA) in the final year's work.

Admission to the MA Program

Admission to the program requires a bachelor's degree, preferably in Linguistics, with a minimum overall average of B+ (6.0 GPA) in the final year's work. Students without the necessary background in Linguistics may be considered for admission upon completion of LING 311 and/or LING 312 or equivalent with First Class standing.

Admission to the PhD Program

Applicants for admission to the PhD program will normally hold a master's degree in Linguistics with an A- average (7.0 GPA) on master's level course work. Applicants should submit one representative piece of written work, often the MA thesis or part of it. See also "Faculty Academic Regulations", page 47.

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 project-based option include the following:

Two core courses in applied linguistics (3.0):

LING 574 and LING 575

Two of three core courses in linguistics (3.0):

Syntax (one of LING 503, 508)

Morphology (LING 504)

Phonology (one of LING 505, 510)

Three units of electives in the thesis option and six in the project-based option, drawn from the following courses:

LING 500, 509, 531, 570, 572, 573, 576, 577, 586, 592, 595, 596 and/or from the following not already selected: 503, 504, 505, 508, 510.

Project-based MA students may include 1.5 units from relevant courses in other departments determined in consultation with the student's supervisor.

Project-based MA students complete LING 598 (3.0 units) Major Research Paper and thesis students complete LING 599 (6.0 units) MA Thesis.

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 project-based 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:

Course Requirements

Two of LING 503 or 508, LING
504, LING 505 or 510 .... 3.0
Three other graduate-level courses 4.5
One other course at the 300,
400, or 500level 6.0
Thesis (LING 599) 6.0

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 601 and LING 602, (1.5 units each) are required; other courses are determined jointly by a student and the supervisor.

Students without the equivalents of LING 503 or LING 505 in their previous program will have these courses added to their requirements.

Candidacy Exam (LING 693)

The candidacy requirement must be satisfied within three years of registration in the doctoral program (see "Faculty Academic Regulations", page 47). 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 699. 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 47).

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 "General Regulations: Graduate Co-op" on page 56.

Mathematics and Statistics

GENERAL INFORMATION

Contact Information

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Chair: Dr. Rod Edwards
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Phone:..250-721-7435
Graduate Adviser: Dr. Peter Dukes
Email: gradadv@math.uvic.ca
Phone:..250-472-4272
Graduate Secretary: Amy Almeida
Email: msgstt@uvic.ca
Phone:..250-721-7468

Faculty Members and Areas of Research

Martial Agueh, PhD (Georgia Tech)

Mass transport theory, partial differential equations, geometric inequalities, mathematical physics

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

James Currie, PhD (Calgary)

Combinatorics on words

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)

Ordinary differential equations, mathematical biology, neural and gene networks

Heath Emerson, PhD (Penn State)

   Operator algebras, index theory, hyperbolic groups

Jing Huang, PhD (Simon Fraser)

   Graph theory, algorithms and complexity

Slim Ibrahim, PhD (Tunis El-Manar)

   Applied mathematics, analysis of partial differential equations, fluid dynamics and geophysical flows

Reinhard Illner, PhD (Bonn)

   Mathematical physics, partial differential equations, applied mathematics

Boualem Khouider, PhD (Montréal)

   Numerical analysis, partial differential equations, climate modelling

Marcelo Laca, PhD (Calif, Berkeley)

   Operator algebras, noncommutative geometry

Mary L. Lesperance, PhD (Waterloo)

   Statistical inference, biostatistics, industrial statistics

Junling Ma, PhD (Princeton)

   Modelling

Gary MacGillivray, PhD (Simon Fraser)

   Graph Theory, discrete mathematics, theoretical computer science, math education, mathematics in sports

Robert V. Moody, PhD (Toronto)

   Algebra

Christina Mynhardt, PhD (Rand)

   Graph theory

Farouk Nathoo, PhD (Simon Fraser)

   Neuroimaging statistics, bayesian methods; statistical computing, high-dimensional data, spatial statistics

Ortrud Oellermann, PhD (WMichigan)

   Graph theory

John Phillips, PhD (Oregon)

   Operator algebras, noncommutative geometry

Ian F. Putnam, PhD (Calif, Berkeley)

   Operator algebras, topological dynamics

Anthony N. Quas, PhD (Warwick)

   Ergodic theory and dynamical systems

William J. Reed, PhD (British Columbia)

   Stochastic modelling and statistics, especially in biology, economics and resource management

Jedrzej Sniatycki, PhD (Warsaw)

   Mathematical physics, differential geometry

Ahmed R. Sourour, PhD (Illinois)

   Functional analysis, operator theory, linear algebra

Hari M. Srivastava, PhD (Jodhpur)

   Special Functions

Mak Trifkovic, PhD (Harvard)

   Number theory, elliptic curves

Min Tsao, PhD (Simon Fraser)

   Statistics

Pauline van den Driessche, PhD (Wales)

   Mathematical models in biology, combinatorial matrix analysis

Zheng, Wu PhD (Western)

   Demography; Family; Immigration; Social Gerontology; Population Health; Sociology of Mental Health; Race and Ethnicity; Survey Methodology; Statistics

Jane (Juan-Juan) Ye, PhD (Dalhousie)

   Optimization and optimal control via nonsmooth analysis

Julie Zhou, PhD (Alberta)

   Statistics

Degrees and Specializations Offered

The Department of Mathematics and Statistics offers graduate programs leading to the degrees of Master of Arts, Master of Science and Doctor of Philosophy.

The department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate Co-op is at the discretion of the department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-coordinator.

All graduate students are governed by the departmental regulations in force at the time of the student's initial graduate registration. 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 David Turpin building, the Department of Mathematics and Statistics offers graduate students shared office space with every student allocated their own desk. Students have access to the department's computing facility, which includes workstations with a wide array of mathematics and statistics related software, and the McPherson Library houses a vast collection of reference material, mathematical and otherwise. Each and every student gets an account on the departmental computer system and access to the department printers and FAX machine, a PIN for the photocopier, and a mailbox with full mail privileges.

Financial Support

Every graduate student admitted to the department is considered for University and department fellowships. Financial assistance is also available from the following sources:

Natural Sciences and Engineering Research Council of Canada Postgraduate Fellowships

These are available to Canadian Citizens or Permanent Residents only.

Details can be found on NSERC's website: <www.nserc.ca>. 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 marking and/or instructing positions available. These positions may not be available on a continuing basis and therefore should not be counted upon for long-term support. The number of hours and the amount of pay are regulated by the CUPE 4163 Components I and II Collective Agreement.

ADMISSION REQUIREMENTS

General

Students are normally admitted in September or January. Summer session courses are not generally offered.

Foreign applicants are strongly encouraged to submit the scores of the Graduate Record Examination General Test (GRE) and its Subject Test in Mathematics.

Admission To Master's Programs

Students admitted to a master's program (MSc or MA) will normally have a bachelor's degree in Mathematics or Statistics. A student without the necessary background may be considered for a pre-entry program as outlined in the section "Upgrading for Admission to Graduate Studies", page 32 or "1. Enhanced Program" on page 32.

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 leat 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

Applicants wishing to be considered for funding must apply at earlier dates:

North American Applicants:

- September Entry: February 15

- January Entry: February 15

International Applicants:

- September Entry: December 15

- January Entry: December 15 (13 months ahead)

PROGRAM REQUIREMENTS

Master's Program in Mathematics

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements

MATH 585 (Graduate Seminar) 1.5
MATH 599 (Thesis) 6.0
MATH or STAT courses at 500 level 4.5
MATH or STAT courses at 400 level
or above 3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Mathematics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least two members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Supervisory Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

Master's Program in Statistics – Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements

MATH 585 (Graduate Seminar) 1.5
STAT 599 (Thesis) 6.0
MATH or STAT courses at 500 level 4.5
MATH or STAT courses at 400 level
or above 3.0

.The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least two members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Examining Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

Master's Program in Statistics – Project-based Option

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar) 1.5
STAT 598 (Project) 3.0
MATH or STAT courses at 500 level 7.5
MATH or STAT courses at 400 level
or above 3.0

The Department of Mathematics and Statistics may accept appropriate courses from other -departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Final Project

Final project (3 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee chaired by the student's academic supervisor and having at least one other member.

Oral Examination

The Examining Committee examines the project and conducts a final oral examination of the candidate on the project.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

PhD Program

Course Requirements

Students admitted into the PhD program are required to complete a minimum of four graduate courses, at most one of which may be a 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, at most one of which may be a seminar course, and one of MATH 693 or STAT 693 (Candidacy Examination) worth 3 units. MATH 693 is a co-requisite for MATH 699, and STAT 693 is a co-requisite for STAT 699.

Candidacy

Within the first two years of study, all students are required to pass a multi-part candidacy examination. The format of this examination is decided in the first eight months, in consultation with the supervisory committee and graduate adviser. Students must register for one of MATH 693 or STAT 693 (Candidacy Examination) in the first term in which they are preparing or sitting the candidacy examination, and must remain registered in this course continuously until they have passed, or until they leave the program.

Other Requirements

A PhD student's Supervisory Committee may require the student to demonstrate a reading knowledge of one foreign language (French, German or Russian). For each PhD student there shall be a Supervisory Committee of at least three members, chaired by the student's academic supervisor, with at least one committee member from outside the Department of Mathematics and Statistics. The committee members must be approved by the Dean of Graduate Studies and are normally members of the Faculty of Graduate Studies.

Dissertation

A dissertation of original, publishable research, normally worth 21 units (30 units for students without a master's degree) is required. Students must register for MATH 699 or STAT 699 while they are working on their dissertations. All registrations in MATH/STAT 699 must be accompanied by registration in MATH/STAT 693 until MATH/STAT 693 has been passed.

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. For program details please refer to the "Co-operative Education" Program entry for the Department of Computer Science, page 5.

Mechanical Engineering

GENERAL INFORMATION

The Department of Mechanical Engineering offers graduate programs leading to the degrees of Master of Engineering (MEng), Master of Applied Science (MASc) and 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.uvic.ca/engineering/mechanical>.

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

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    Canada

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    EOW Building, Room 548

    Victoria, BCV8W 3P6

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Chair: Dr. Peter Wild

    Email: meng.chair@uvic.ca

    Phone:.. 250-721-8900

Graduate Director: Curran Crawford

    Email: curranc@uvic.ca

    Phone:.. 250-721-7960

Graduate Secretary: Susan Wignall

    Email: mechgrad@uvic.ca

Phone:...250-721-8921

Faculty Members and Areas of Research

Keivan Ahmadi, PhD (Waterloo), Assistant Professor

Vibration and Dynamics, Machine Tool Vibrations, Mechanics and Dynamics of Machining Processes

Mohsen Akbari, PhD (SFU), Assistant Professor

Micro- and Nanotechnologies for Biomedical Engineering and Energy, Tissue Engineering, Organs-on Chip, Microfluidics

Rustom Bhiladvala, PhD (Yale), Assistant Professor

Nanoscale Materials, Fabrication, Mechanics & Transport, Biomedical and Fluid Sensor Development, Fluid Mechanics.

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), Associate Professor

Haptics, Robotics, Mechatronics, Dynamics, Control

Curran Crawford, PEng, PhD (Cambridge), Associate Professor

Energy Systems, Wind and Tidal Turbines, Multi-Disciplinary Design Optimization

Nikolai Dechev, PEng, PhD (Toronto), Associate Professor

Solid Mechanics, MEMS Design, Robotics and Automation, Mechatronics, Bio-Medical Design, Mechanism and Machine Design

Nedjib Djilali, PEng, PhD (British Columbia), Professor

Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology

Zuomin Dong, PEng, PhD (SUNY, Buffalo), Professor

Computational Design, Global Optimization, Hybrid Electric Vehicles, Fuel Cell Systems, Advanced Manufacturing, Intelligent Systems

Sadik Dost, PEng, PhD (Istanbul), Professor

Crystal Growth of Single Crystals, Transport Phenomena, Modelling

Rodney A. Herring, PEng, PhD (Birmingham), Associate Professor

Materials Processing, Electron Microscopy, Electron Holography, Confocal Holography

Ben Nadler, PEng, PhD (Cal. Berkeley), Associate Professor

Soft Materials and Structures, Thin Films and Theory of Evolving Material with Applications In Biomechanics and Impact Mechanics

Peter Oshkai, PhD (Lehigh), Associate Professor

Unsteady Flows, Flow-Acoustic Coupling, Fluid-Structure Interactions

Ronald P. Podhorodeski, PEng, PhD (Toronto), Professor

Manipulator Kinematics and Design, Robot Trajectory Planning, Assistance/Therapy Aids for the Physically Challenged, Mechanisms

Andrew M. Rowe, PEng, PhD (Victoria), Professor

Magnetic Refrigeration, Energy Systems, Thermodynamics

Yang Shi, PEng, PhD (Alberta), Professor

Systems and Control, Mechatronics, Autonomous Vehicles

Henning Struchtrup, PEng, Dr-Ing (Berlin), Professor

Equilibrium and Non-Equilibrium Thermodynamics, Kinetic Theory of Gases, Transport Processes, Continuum Mechanics

Afzal Suleman, PEng, PhD (British Columbia), Professor

Computational and Experimental Structural Dynamics, Multi-disciplinary Design Optimization, Fluid-Structure Interaction

Caterina Valeo, PEng, PhD (McMaster), Professor

Disturbance Modelling in Forested Regions, Sustainable Development of Water Resources, Climate Change Analysis, Pollutant Dispersion Modelling in Rivers.

Peter M. Wild, PEng, PhD (Victoria), Professor

Renewable Energy Systems, Mechatronic Systems, Piezoelectric Sensors, Finite Element Analysis

Stephanie Willerth, PEng, PhD (Wash. St. Louis), Associate Professor

Tissue Engineering, Regenerative Medicine, Neurobiology, Stem Cell Biology, Biomaterials

Emeritus Faculty

David S. Scott, PEng, PhD (Northwestern)

Energy Systems, Fuel Cells

Yury A. Stepanenko, PEng, PhD (Moscow)

Control, Mechatronics, Robotics

Geoffrey W. Vickers, PEng, PhD (Manchester)

Computer-Aided Design and Advanced Manufacturing

Adjunct Faculty

Bryson Robertson, PhD (Guelph)

Energy Systems Analysis, Marine Resources and Converters, Wave Mechanics, Coastal Processes

Barbara Sawicki, PhD, DSc (Jagiellonian)

Materials Properties, Imaging, Nuclear Performance

Degrees and Specializations Offered

MEng, MASc and PhD in Mechanical -Engineering.

Facilities

The department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) has excellent research facilities. These include extensive computational hardware and a wide range of computer modeling, analysis and simulation tools, advanced manufacturing facilities with nano, micro and full-size multi-axis CNC machine tools, comprehensive robotics and vision technology equipment, versatile material testing machine, crystal growth and characterization facilities, world's best Scanning Transmission Electron Holography Microscope, variety of biomedical research facilities, ocean energy and engineering research facilities, water channel with laser Doppler velocimetry, cryofuels laboratory, adaptive optics laboratory, fuel cell systems laboratory, and Green Vehicle Research Testing and Training Centre.

Financial Support

Normally MASc and PhD students are provided with financial support from faculty research funds for the first year. Subject to satisfactory performance and the availability of funding, financial support may be renewed. Graduate support can also be provided through various sources such as teaching assistantships, University of Victoria Fellowships and NSERC Postgraduate Scholarships (PGS). Refer to the Faculty of Graduate Studies website at <www.uvic.ca/graduatestudies/finances> for additional funding information. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS

General

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Department of Mechanical Engineering is 575 on the paper-based test or 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 6.5. 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.

Online applications may be submitted by following the links from <www.uvic.ca/graduatestudies/admissions>. If an applicant is

unable to successfully submit an application online, they should contact the Graduate Admissions and Records Office. 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.uvic.ca/engineering/mechanical>.

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 and for the MASc is B (grade point average of 5.0 on the University of Victoria scale of 9.0) for the last two years of university work.

ADMISSION TO THE PHD PROGRAM

The minimum requirement for admission to the doctoral program is a master's degree in science or engineering. In exceptional cases, a student registered for a master's degree in the Department of Mechanical Engineering may be allowed to transfer to the doctoral program without completing the master's program.

Deadlines

Entry points to the department are September, January and May. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

PROGRAM REQUIREMENTS

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

Master of Engineering – Project-based 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 16.0 units, normally with not less than 12 units of graduate course work, a 1.0 unit seminar 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.

The program allows for a maximum of two Directed Studies courses (MECH 590), of which only one may be directly related to the work project, and two 400-level undergraduate courses.

All MEng students are required to register in the seminar (MECH 594), normally until program completion. The seminar has a unit value of 1.0. Students must attend a minimum of 6 of the seminars per term, for a total of 36 seminars over 2 years.

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 18.0 units, normally with not less than 7.5 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 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 courses (MECH 590), not directly related to the thesis topic, and one 400-level undergraduate courses.

All MASc students are required to give a seminar (MECH 595) on their thesis research during the second year of the program. Normally, students will register in MECH 595 until program

completion. The seminar has a unit value of 1.5. Students must attend a minimum of 6 of the seminars per term, for a total of 36 seminars over 2 years.

Thesis

The thesis (MECH 599) for the MASc program is typically equivalent to 9 units. The topic of the thesis is subject to the approval of the department.

Oral Examination

MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MASc students are expected to complete program requirements within 24 months. Normally, financial support will not be continued beyond this time limit.

Doctor of Philosophy

The objective of the PhD program is the accomplishment of independent and original research work leading to significant advancement of knowledge in the field of mechanical engineering. All PhD students will be under the supervision of a member of the department's graduate faculty.

Course Requirements

The program for a student with a master's degree is a minimum of 37.5 units, normally with not less than 6.0 units of approved course work, a 1.5 unit seminar, a 3.0 unit candidacy examination and a dissertation (MECH 699). The approved course work must include MECH 601(1.5 units) which must be taken before the candidacy exam.

A student transferring from a master's program to the doctoral program is required to complete a program of at least 49.5 units. This program includes a minimum of 18 units of approved courses, (including MECH 601), a 1.5 unit seminar, a 3.0 unit candidacy examination, and a dissertation (MECH 699). For those students transferring from a master's program, credit will normally be given for courses already completed.

Required course work is subject to the approval of the department.

Comprehensive Exams

Department of Mechanical Engineering does not normally require comprehensive examinations.

Candidacy

Within 18 months of registration and successful completion of MECH 601, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. The PhD student is required to pass an oral candidacy exam before their supervisory committee. The PhD student must register in MECH 693 (3.0 units) from the beginning of the PhD program until the candidacy

examination is successfully completed. MECH 693 is a prerequisite for MECH 699. During the candidacy examination, the supervisory committee will question the candidate to determine whether the candidate 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

The program of study including all course selections 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) and one 400-level undergraduate course.

All PhD students are required to give two seminars (MECH 695) on their thesis research within 16 months and 34 months of registration. Normally, students will register in MECH 695 until program completion. The seminars have a total unit value of 1.5. Students must attend a minimum of 6 of the seminars per term, for a total of 54 seminars over 3 years.

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 EDUCATION

Participation in the Co-operative Education program, which enables students to acquire knowledge, practical skills and workplace experience, is optional for full-time Master's students.

A PhD student may participate in the co-operative graduate program under exceptional circumstances when it is quite evident that the industrial work periods form an essential and integral part of a student's dissertation project. A PhD student's work term employer must agree to the publication of the student's research findings in the open literature.

Graduation with a co-operative education designation requires master's students to complete two work terms and PhD students to complete three (a work term consists of four months of full time, paid employment).

Students require permission from their academic supervisor and the Co-op coordinator to participate in the Co-op program.

Permission may be granted for additional work terms typically to a maximum of four. Interested students should contact the Engineering and Computer Science/Math Co-op office during their first year. Students should also consult "Co-operative Education" on page 55.

As an integral part of the graduate program, students are normally required to undertake teaching or research assistantships within the department.

School of Music

GENERAL INFORMATION

Contact Information

School of Music

Location: MacLaurin Building, Room B102

Mailing Address:

> PO Box 1700 STN CSC
>
> Victoria, BCV8W 2Y2
>
> Canada

Courier Address:

> MacLaurin Building B102
>
> Victoria, BCV8W 2Y2
>
> Canada

Telephone Number:... 250-721-7903

Fax Number: 250-721-6597

Email: musi@uvic.ca

Website: <www.finearts.uvic.ca/music/>

Director: Christopher Butterfield

> Email: musdir@uvic.ca
>
> Phone:.. 250-721-7901

Graduate Adviser: Patricia Kostek

> Email: musigrad@uvic.ca
>
> Phone:.. 250-721-6568

Graduate Secretary: Linda Sheldon

> Email: musi@uvic.ca
>
> Phone:.. 250-721-7902

Faculty Members and Areas of Research

Dániel Péter Biró, PhD (Princeton)

> Composition, music theory, ethnomusicology

Patrick Boyle, DMA (Toronto)

> Jazz Studies

Benjamin Butterfield, Lic. Music (McGill)

> Voice

Christopher Butterfield, MA (SUNY, Stony Brook)

Composition, music theory

John A. Celona, PhD (Calif, San Diego)

Composition

Ajtony Csaba, MA (Vienna)

Conducting

Alexander Dunn, PhD (Calif, San Diego)

Guitar

Ann Elliott-Goldschmid, BM (Boston)

Violin, chamber music

Anne Grimm

Voice

Pamela Highbaugh Aloni, MM (Indiana)

Cello, chamber music

Joanna Hood, MM (Indiana)

Viola, chamber music

Kurt Kellan

Horn, chamber music

Gerald King, EdD (Brigham Young)

Conducting, Wind Symphony, music education

Merrie Klazek, MMus (Northwestern)

Trumpet, music theory

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, PhD (Princeton)

Music history, musicology

Bill Linwood, BMus (Indiana)

Percussion, percussion techniques

Alexandra Pohran Dawkins, BMus (Toronto)

Oboe, chamber music

Arthur Rowe, MMus (Indiana)

Piano

Joseph Salem, PhD (Yale)

Musicology, theory

W. Andrew Schloss, PhD (Stanford)

Electronic and computer music, musical acoustics, ethnomusicology

Suzanne Snizek, DMA (British Columbia)

Flute, woodwind chamber music

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, in Composition and in Music Technology, 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 furnished exclusively with Steinway pianos. It also contains the Phillip T. Young Recital Hall with superb acoustics, where all solo and chamber music performances are held. The School's large ensembles (Orchestra, Chorus, Wind Symphony) rehearse in the 1300-seat Farquhar Auditorium at the University Centre. Both halls have fully professional digital recording facilities. Students are encouraged to participate in School of Music performance groups, such as the University Chorus, Chamber Singers, Sonic Lab, Orchestra, Wind Symphony, and chamber ensembles. String chamber ensembles are coached by members of the Lafayette String Quartet, in residence at the School of Music.

The McPherson Library has one of the major music collections in Canada. It covers a broad spectrum of areas, from the medieval period to the twentieth century, including world music and jazz. Currently there are over 70,000 volumes of scores and books and over 300 serial subscriptions, both electronic and in print. There are also over 40,000 sound recordings in the collection, spanning the recording age from 78's to compact discs. Special areas of interest include Beethoven (books, scores, facsimiles), British music, and twentieth-century American music, with a large collection of jazz on 78's.

In 2008 the music and audio collection 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, Apogee "Big Ben" master clock, Millenia Media microphone pre-amps, a Digidesign 002 and Tascam DVRA-1000 are used for recording. Monitoring is provided by Dynaudio speakers and Bryston power amplification.

Studio Two is a post-production and editing suite that also houses the School's remote recording unit. Two editing systems, Merging Technologies Pyramix and Digidesign Pro-Tools, allow for maximum flexibility and integration with the other studios.

The Computer Music Studio has extensive facilities for digital audio exploration and creation, providing both the latest in software and computer-based digital resources and rare and iconic musical instruments and controllers. A Buchla series 200 analog synthesizer, Korg Wave-drum, and a permanently installed Max Matthews Radio Drum controller form the basic collection that is continually being added to. Pro Tools, Max/MSP, Ableton Live, Kontakt, Sibelius, and other music software are installed on the main computer, a 24" G5 iMac. At the centre of the Studio is a Yamaha 01V96kHz, with monitoring provided by Mackie HR824 self-powered speakers.

In addition to the studios within the School, the Laboratory for Extended Media (LEM), which is open to all students enrolled in Fine Arts courses, provides audio-processing resources, digital video and image processing facilities.

Financial Support

The University of Victoria offers a limited number of Graduate Fellowships of up to $10,000 or $12,000 for 12 months (for Master's and PhD students of high academic standing, respectively). Teaching Assistantships of $2,000-$6,000 are available to full-time students in exchange for help with aspects of the academic curriculum in the School, such as keyboard harmony labs, chamber music coaching, recording, directing the listening tutorials of the introductory music history courses, or otherwise assisting with music history and theory courses.

ADMISSION REQUIREMENTS

General

The School of Music gives priority in admissions considerations to students intending to register on a full-time basis.

Applicants to the master's programs must hold a BMus or BA in music from a recognized university, with at least a B+ or 6.0 average in the work performed in the last two years (or last 30 units) of undergraduate study.

All applicants should submit a one to two-page statement outlining their background, their goals as a musician and/or scholar, and their reasons for wishing to pursue their graduate degree at the University of Victoria.

Admission To Master's Programs

MA in Musicology

In addition to the standard admission forms, applicants to the Musicology programs should submit two examples of their work in the field of music history, including an honours paper or senior thesis if available, as well as a personal statement of research interests and professional goals that must demonstrate the suitability of our program to those goals.

All Musicology students are required to demonstrate a good reading knowledge of German or French. Reading knowledge of an alternate foreign language may be substituted if necessary to the candidate's intended field of specialization. The applicant's present level of ability in this language should be indicated in the admission statement. Those who do not submit such evidence will be required to pass language examinations before work on the thesis begins.

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 DVDs 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.

MMUS in Performance — Emphasis in String Quartet

The School of Music offers an opportunity for outstanding string quartets to pursue graduate studies together within a two-year residency program. Members of the Lafayette String Quartet, Artists-in-Residence at the University of Victoria, will mentor students in the program. A quartet wishing to audition for the program should arrange for an audition through the Graduate Adviser or members of the Lafayette String Quartet. Each of the students comprising the quartet would audition both separately and as a quartet.

MMus in Music Technology

All applicants for admission to the MMus in Music Technology will be required to provide, in addition to the regular admission forms, a full curriculum vitae describing former studies and relevant work experience. Additionally, applicants are asked to provide examples of work that illustrate their preparedness for a graduate program in Music Technology.

Admission to the PhD Program

Applicants to the PhD Program in Musicology must hold the master's degree in musicology, music history or music theory, or its equivalent, from a recognized university. They must also demonstrate potential for a career in musicology or music scholarship, and have a primary research interest compatible with the areas of specialization of the university's regular faculty.

A good reading knowledge of German, and French or Italian, is required of all applicants to this program. In addition, a reading knowledge of another foreign language may be required, if necessary to the candidate's intended field of specialization. Applicants should submit documentation of their ability in these languages with their applications (e.g., an official memo stating that language examinations were successfully completed). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation prospectus begins.

Applicants are requested to submit two examples of written work, including the master's thesis or the equivalent if available, as well as a personal statement of research interests and professional

goals that must demonstrate the suitability of our program to those goals.

Deadlines

Applications with supporting materials should be received by **January 15** for domestic applicants or by **December 15** for international applicants. Later applications will be considered if space is available; however, this is highly unlikely for applications received after March 15. Those applying after **February 15** cannot be considered for a University fellowship

PROGRAM REQUIREMENTS

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

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 create a secondary area of concentration in music theory, performance, composition, ethnomusicology, or an area outside music relevant to their thesis work.*

Thesis

A substantial thesis is required of all students in the MA in Musicology (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, 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 an Oral Comprehensive 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. In consultation with their academic supervisor, candidates develop 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 Oral Comprehensives involves critical reading, listening and repertoire building, and evaluation of current research in each area; the student is expected to:

1. prepare a select formal bibliography of the most important "classic" and recent scholarship on each topic: this bibliography represents the student's reading list for each area

2. prepare a repertoire list consisting of a select representative sampling of musical literature related to each area, including (where relevant) editions consulted and/or performances selected: this list represents the student's required listening for each area

3. write a 2-3-page summary of the present state of research in each area

4. submit this material to the student's academic supervisor one month before the scheduled Oral Comprehensive 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 (or 19) units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

MMus in Composition – Project-based 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 – Project-based Option

The candidate's individual program is designed to further growth as a soloist and ensemble participant; in addition to performance-related courses, the program includes study in related areas, such as conducting, performance practices, and music history.

Course Requirements

MUS 580 - Ensembles, taken each year	1.0
MUS 581 - Chamber Music, taken each year	1.0
MUS 545 - Major Instrument Study, taken each year	4.0
MUS 598A - Degree Recital	1.5
MUS 503 - Bibliography, taken in first year	1.5
and a minimum of 3.0 units of electives selected from the following: MUS 500, 501, 502, 504*, 506, 507, 530, 531, 532, 533, 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 cases where the student's instrument may not be appropriate to a certain ensemble type, as determined and approved by the supervisor, one ensemble yearly may be waived and the missing unit replaced by approved elective credit.

In order to qualify for MUS 545 (Individual Tuition, 4 units), the performance major must be registered as a full-time student, taking a minimum of 9 units of course work within an eight-month period.

Final Examination

An oral examination approximately one hour in duration will be administered by the student's supervisory committee approximately a week after the student's graduating recital and will constitute part of the graduating requirements. The student is expected to demonstrate knowledge of solo and chamber music repertoire for his/her instrument or voice. Procedures and guidelines are available from the Graduate Adviser.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

MMUS in Performance — Emphasis in String Quartet — Project-based option

This program is designed to develop growth in members of a quartet both as individuals and as an ensemble, and to develop quartet repertoire in preparation for a career in chamber music. During the two-year program the quartet will also hone their skills through various outreach programs and ensembles in the community.

Course Requirements

MUS 580 – Ensembles, taken once, in first year	1.0
MUS 540 – Individual Tuition, taken both years	1.0
MUS 545Q – Major Instrument Study – String Quartet Ensemble 4.0, taken both years	4.0
MUS 588* – MMus Practicum, completed before end of term 1 of second year	1.0
MUS 598Q** – Quartet Degree Recitals	1.5
MUS 503 – Bibliography	1.5
One of MUS 531, 532, 504	1.5
and a minimum of 1.5 units selected from the following: MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 533, 536, 562A, 590, or approved undergraduate credit	1.5
Total	**18.0**

Solo recital of the student's principal instrument.

** *Students in the MMus in Performance–Emphasis in String Quartet program must complete a total of 3 recitals in their two-year residency to fulfill this requirement.*

Final Project

The first two recitals are completed in conjunction with MUS 545Q; these recitals will be graded internally by the members of the Lafayette String Quartet and one additional faculty member. The third is the Degree Recital MUS 598Q, which is followed by an oral examination.

Final Examination

The oral examination will be adjudicated by the student's supervisory committee, which consists of members of the LSQ and a minimum of two non-string faculty members. The oral examination is approximately one hour in duration and takes place approximately one week after the final degree recital. Each member of the quartet will be expected to demonstrate knowledge of both the solo and chamber music literature for his/her instrument and to speak knowledgeably about the program choices over the course of study. The members of the quartet will be questioned individually and as a group. 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.

Program Withdrawal and Student Progression

In the event that one or more member(s) of the quartet withdraws from the program, the first priority would be to assist the remaining quartet members in finding a replacement. Another option would be to transfer the remaining members of the quartet directly into the regular MMus in Performance program. In such cases, credit in MUS 545Q would substitute for MUS 545 and the Chamber Music requirement (MUS 581) would be waived for the period that the student was registered in MUS 545Q.

MMus in Music Technology - Project-based Option

The MMus in Music Technology program aims to give students integrative training in music technology. It is directed at students who come from diverse musical backgrounds, who will be at the forefront of the creation and creative use of music technology in the 21st century. Students' research is supported by close mentorship by the program's faculty, the School's three digital music studios, and the Fine Arts Studio for Integrated Media (SIM). There is ample opportunity for collaboration with musicians, artists and researchers from other disciplines, in addition to performance opportunities at the School.

Course Requirements

MUS 503 Bibliography	1.5
MUS 510 Computational Music and Audio Analysis	1.5
MUS 511 Music Perception and Cognition	1.5
MUS 512 Music Technology Colloquium	1.5
MUS 598C Project	4.5

7.5 units to be selected from any of the following[1]:

MUS 506A, 506B, 507, 562A and 562B[2], 531 or 532, 590, CSC 510, 511, 561, 565, 575, ELEC 484[3], TS 300, TS 320, TS 400	7.5
Total	**18.0**

1. *Chosen in consultation with the academic supervisor, and, where appropriate, with permission from the instructor.*
2. *Required for students wishing to create an original electroacoustic composition or performance presentation with electronics as a final project.*
3. *ELEC484 only offered in the summer term.*

Final Project

Student projects (MUS 598C) will be evaluated during a formal presentation to the student's supervisory committee. Because of the anticipated range of project types, the project presentation will either be scheduled at the time of the student's oral comprehensive examination or as a separate 60-minute presentation (30-minute presentation/demonstration, 30-minute discussion/question period). Students will also submit a detailed project report at the time of their presentation. The project presentation will be scheduled in consultation with the student's academic supervisor.

Oral Examination

Full-time students will be required to pass a comprehensive oral examination in the context of MUS 598C (Project) during the fall or summer term of their second year. In consultation with their academic supervisor, candidates will develop a total of three topics of inquiry that address a range of approaches or applications of music technology. The selection of these research areas will take place in the student's first year, in the context of MUS 512 (Music Technology Colloquium). The selected topics will be expected to represent directions and applications of music technology that will not have been addressed in his/her coursework and research experience. 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 normally requires a minimum of 12 units of course work, usually taken during the first three semesters of study, successful completion of the candidacy examinations and language requirement, approval of the dissertation proposal, 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 3.0 units of the following:

Graduate Forum in Musicology
(MUS 533) 1.5

Advanced Research Forum in Musicology
(MUS 534) 1.5

3.0 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

and **an additional 6.0 units of electives** in music and other areas relevant to the student's research as determined in consultation with the student's supervisory committee. These may include a maximum of 3.0 units of undergraduate courses at the 300 level or above in a department outside the School of Music, if relevant to the student's area of specialization. With the exception of MUS 421 (Special Topics in Musicology), no credit will be given for undergraduate courses taken in the School of Music.

In addition, students will register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The Dissertation is prepared in conjunction with MUS 699 (PhD Dissertation) on successful completion of the PhD Candidacy Examinations (MUS 693) described below.

Candidacy Examinations

Students will register for MUS 693 PhD Candidacy Examinations (3.0) 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.

The candidacy examinations are normally taken before the end of the second year (but in exceptional cases no later than 36 months of first enrolment in the program), and before registration in MUS 699 (PhD Dissertation). They consist of written and oral components.

The examinations deal with ten topics selected in consultation with the academic supervisor and the supervisory committee according to the student's specific needs. Up to five of the topics may be related to his/her research area, and should represent 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 remaining field topics in music should lie outside the area of research concentration, and should represent contrasting historical periods, genres, or approaches to the field. The purpose of these topics is to ensure that the student has the disciplinary breadth essential to careers in the field. 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, a critical perspective on the major research related to each topic, and an understanding of the cultural and intellectual context of 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 candidacy examinations and demonstration of competency in the required languages. Two foreign languages related to the student's research are required, normally as part of the admissions process (see "Admission to the PhD Program", page 220). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation begins.

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 ten proposed field topics for the candidacy examinations.

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 is 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 PhD dissertation must be an original contribution to knowledge. Between 20 and 30 units of credit are awarded for the dissertation.

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, a minimum of 30 units beyond the master's degree, and the successful completion of the Course Requirements. 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 "General Regulations: Graduate Co-op" on page 56.

Neuroscience

GENERAL INFORMATION

The Graduate Program in Neuroscience is an interdisciplinary program that features faculty from a number of departments including Biology, Biochemistry and Microbiology, Psychology, The School of Exercise Science, Physical and Health Education and the Division of Medical Sciences. It is hosted by the Division of Medical Sciences and offers specialized training in Neuroscience to students from a variety of backgrounds.

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Graduate Secretary: Erin Gogal
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Faculty Members and Areas of Research

DIVISION OF MEDICAL SCIENCES

Craig Brown, PhD (Calgary)

    Stroke neuroanatomy, fluorescence imaging

Brian Christie, PhD (Otago)

    Learning and memory, synaptic plasticity, neurogenesis, traumatic brain injury, Fragile X Syndrome, Fetal Alcohol spectrum Disorders, animal behavior, concussions, athletic performance

Patrick Nahirney, PhD (UBC)

    Neuroanatomy, synaptic ultrastructure electron microscopy, live cell imaging

Leigh Anne Swayne, PhD (Calgary)

Neurogenesis and the bioelectric control of new neurons in healthy and injured/diseased brain, ion channels as therapeutic targets for brain repair

Stephanie Willerth, PhD (Washington)

Tissue engineered scaffolds for promoting stem cell differentiation, novel drug delivery systems, and analysis of stem cell differentiation using next generation sequencing

DEPARTMENT OF BIOLOGY

Gautam Awatramani, PhD (State University New York)

Synaptic physiology, multi-photon imaging, retina, optogenetics

Robert Burke, PhD (Alberta)

Cellular signaling and neural specification, developmental biology

Robert Chow, PhD (New York University)

Neuronal cell type diversity, retinal development

Kerry Delaney, PhD (Princeton)

Synaptic transmission and plasticity, neurodevelopmental disease

Raad Nashmi, PhD (Toronto)

Neurotransmission molecular mechanism of addiction

Louise Page, PhD (Univ. of Victoria)

Evolutionary developmental biology of gastropod molluscs, functional morphology of marine invertebrates

Nancy Sherwood PhD (California-Berkeley)

Neuropeptides in the control of reproduction and growth; evolution of neuropeptides, mainly in fish

John Taylor, PhD (Simon Fraser Univ.)

Comparative genomics, gene and gene duplication

DEPARTMENT OF PSYCHOLOGY

C.A. Elizabeth Brimacombe PhD (Iowa State)

Eyewitness testimony, social cognition

Daniel Bub, PhD (Rochester)

Cognitive neuropsychology, brain injury

Mauricio A. Garcia-Barrera PhD, (Univ. of Georgia)

Clinical neuropsychology

Jodie R. Gawryluk, PhD (Dalhousie University)

Clinical neuropsychology, neuroimaging, functional magnetic resonance imaging, changes in brain structure/function in disorder and recovery

Clay Holroyd, PhD (Illinois)

Neurobiological mechanisms of cognitive control

Kimberly A. Kerns, PhD (Chicago Medical School)

Pediatric neuropsychology, clinical psychology, attention and memory disorders

Adam Krawitz, PhD (Michigan)

Computational cognitive neuroscience of working memory, executive controls, decision making

D. Stephen Lindsay, PhD (Princeton)

Memory and cognition, eyewitness memory, children's memory

Stuart MacDonald PhD (Univ. of Victoria)

Life-span development

Michael Masson, PhD (Colorado)

Memory and cognition, cognitive skill development, computational modeling

Catherine A. Mateer, PhD (Univ. of Western Ontario)

Clinical neuropsychology, neuropsychological and cognitive rehabilitation, traumatic brain injury

Ulrich Mueller, PhD (Temple)

Development of self-regulation, executive function, social development in infancy and early childhood

Jim Tanaka, PhD (Oregon)

Visual object and face recognition

SCHOOL OF EXERCISE SCIENCE, PHYSICAL HEALTH & EDUCATION

Olav Krigolson, PhD (University of Victoria)

Neural basis of decision making and reinforcement learning In humans using EEG, fMRI, and computational modeling.

E. Paul Zehr, PhD (Alberta)

Neuromuscular plasticity and motor recovery after injury

Degrees and Specializations Offered

MSc and PhD in Neuroscience

Financial Support

All students accepted into the program are guaranteed a minimum stipend which can be comprised of a combination of scholarship, fellowship, Teaching Assistantship and support payments from individual research grants. For this reason students must be accepted into individual laboratories as well as by the Program. Students admitted to the program will have the department or school in which their thesis supervisor has their primary appointment listed as their home department. Students

will be eligible for fellowships and Teaching Assistantships administered by their supervisor's home department.

All graduate students are financially supported to undertake full-time graduate studies. MSc students deemed to be making satisfactory progress towards their degree requirements are guaranteed a minimum of $20,000 per annum for two years and PhD students $20,000 per annum for four years from the sources listed above. Funding may still be available in additional years of the program but the minimum is no longer guaranteed.

ADMISSION REQUIREMENTS

General Application Process

1. Initial inquiries should be made directly to a prospective research supervisor to see if a position is available, or by using the Prospective Graduate Student Form: www.uvic.ca/medsci/students/apply/form/index.php

2. If a Neuroscience faculty member agrees to supervise you, formally apply to the Neuroscience Graduate Program using the UVic Faculty of Graduate Studies website. www.uvic.ca/graduatestudies/admissions/admissions/apply/index.php

   Please note: acceptance by a research supervisor is a requirement for entry into the program.

3. Ensure all of your application materials have been received by Graduate Admissions, particularly your formal letters of reference.

4. In addition to the documentation required by the Faculty of Graduate Studies (see "General and Academic Requirements and Procedures for All Graduate Students", page 29) students will need to supply:

   -two letters of reference

   -letter outlining your research interests and identifying your confirmed research supervisor(s).

5. Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit scores to the Graduate Admissions and Records Office. A score of at least 630 on the paper based version of the test or 267 on the computer based test or an overall score of 90 on the internet based TOEFL is required.

Admission to the MSc Program

Admission requires a bachelor's degree with course-work appropriate to the proposed thesis research concentration. Students who have achieved the minimum grade point average (GPA) of the home department during the last two years of study will be considered for direct admission to the Program. Students meeting the Faculty of Graduate Studies minimum will be conditionally considered for admission on a case-by-case basis.

Students must have a Neuroscience faculty member agree to supervise them and agree to provide financial support in advance of applying to the program.

Admission to the PhD Program

Students can enter the PhD program having previously achieved a MSc degree, by transferring from the MSc program at the end of their first year, and upon recommendation of the supervisory committee or, in rare cases, directly with a BSc Honours Degree Students with a bachelor's degree with course-work appropriate to the proposed thesis research concentration and a first class GPA (over 7.0 on the UVic 9.0 scale or around 80%) in their last two years of study will be considered for direct entry to the PhD program. Evidence of research experience including summer research, honours thesis work or peer reviewed publications will support application to the PhD program in the absence of a MSc degree. Admission based on a MSc qualification will normally require a graduate GPA of over 7.0 on the UVic scale. Applicants to this program will require the following to complete their application package:

- Official Transcript

- Acceptance from a faculty member willing to act as the student's supervisor and guarantee minimum financial support requirement will be met

- Acceptance by the Neuroscience Admissions Committee

- Two letters of reference

- CV

Deadlines

To be eligible to be considered for a University of Victoria Fellowship applicants should normally submit their application package by February 15 for admission in September of the same calendar year. Admission is possible for September 1 or January 1 with a recommendation that applications be received a minimum of 3 months prior to the proposed entry date for Canadian applicants. Because of visa requirements international students should complete the application process at least six months in advance.

PROGRAM REQUIREMENTS

MSc – Thesis Option

The MSc is a full-time research degree with the requirement for a thesis and some additional coursework

Course Requirements

NRSC 500	3.0
NRSC 501A or 501B (first year)	1.5
NRSC 502A or 502B (subsequent years)	1.5
NRSC 595	1.5
NRSC 599	9.0–15.0
Electives	1.5

All students must complete NRSC 500 Fundamentals of Neuroscience covering core concepts in cellular, systems and cognitive neuroscience. All students will be expected to enroll in a seminar and research presentation course in either Cellular (NRSC

501A) or Cognitive (NRSC 501B) Neuroscience for the duration of their enrolment in the program. In consultation with their supervisory committee students will complete an elective from courses offered by the Program or cross-listed with other departments. The thesis is expected to comprise a body of original experimental work which is of publishable quality defended in an oral examination in front of the supervisory committee and an external examiner from outside the candidate's home department.

Program Length

The MSc is primarily a program of full-time independent research. Students can expect to take approximately two years to complete the program.

PhD Program

The PhD program is a full-time program of independent and original research leading to a dissertation which is defended in an oral examination. Normally, students must complete a candidacy examination within 21 months of entering the NRSC program, this includes students that initially entered in the M.Sc. program. In addition to the courses listed below students may be required to take supplemental courses to address specific gaps in their preparation for their dissertation work at the advice of their supervisory committee. Students must enroll in the seminar and presentation course appropriate to their area of study for the duration of their enrolment in the program.

Course Requirements

NRSC600	3.0
NRSC 601 A or 601B (first year)	1.5
NRSC 602A or 602B (subsequent years)	1.5
NRSC 693	3.0
NRSC 699	21.0–39.0
Electives	3.0

Dissertation

The topic and scope of the dissertation research is determined by the supervisory committee and the candidate. The written dissertation must comprise an original work of research of a quality suitable for publication as at least one peer reviewed journal article.

Oral Examination

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

Program Length

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

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.

Contact Information

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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

Laurie Barnhardt, BScN, MSN, NP(F) (Ontario)

   Simulation in nursing education, advanced nursing practice, primary health care, specialized nurse practitioner implementation

Katherine Bertoni,BScN, MN, NP (F) (Alberta)

   Primary health care, diabetes management

Gweneth A. Doane, PhD (Victoria)

   Family and women's health; ethics, learning and teaching; interdisciplinary education and practice

Noreen Frisch, PhD (Southern Illinois)

   Holistic nursing practice; nursing language and classification; and student development

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

Anastasia Mallidou, PhD (Alberta)

   Health services research; organizational context (structures and processes) and its impact on patient/resident, healthcare provider, and system outcomes; quantitative research methods; structural equation modeling (SEM); systematic reviews; knowledge translation in the healthcare sector; leadership and health policy; healthcare systems; long-term care facilities (nursing homes); interdisciplinary education and collaboration.

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; feminist critique of women's healthcare practices; hermeneutics

Bernie Pauly, PhD (Victoria)

   Nursing ethics; health policy ethics; harm reduction; health inequities; access to health care; homelessness; addiction; HIV/AIDS

Mary Ellen Purkis, PhD (Edinburgh)

   Social accomplishment of nursing practice; effects of contemporary health care discourses (health promotion and self-care) on nurses' practices; ethnography and discourse analysis

Esther Sangster-Gormley, PhD (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

Laurene Sheilds, 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 graduate 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 by Distributed Learning (even-numbered years)

* 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.

* The Master of Nursing and the Master of Science in Health Informatics option by Distributed Learning.

Applicants to interdisciplinary graduate programs identifying nursing as one of their disciplinary areas are welcomed and encouraged to contact the Associate Director of Graduate Programs in the School of Nursing as well as the Faculty of Graduate Studies.

Facilities

The University of Victoria School of Nursing is uniquely situated in the Faculty of Human and Social Development. This faculty consists of the Schools of Social Work, Child and Youth Care, Public Administration, Public Health and Social Policy and Health Information Sciences, as well as the Indigenous Governance Program and the Studies in Policy and Practice Graduate Program. Additionally, the School of Nursing provides the opportunity to pursue scholarly links with the University of Victoria Centre on Aging, the Centre for Youth and Society and the Centre for Studies in Religion and Society.

Off campus, we are linked with research centres at the University of British Columbia, including the Institute for Health Promotion Research, the Human Early Learning Partnership, the W. Maurice Young Centre for Applied Ethics, and the BC Centre of Excellence for Women's Health. We also have strong research and practice

linkages with the Vancouver Island Health Authority, the Vancouver Coastal Health Authority, the Fraser Health Authority, the Interior Health Authority, the Provincial Health Services Authority and the Ministries of Health Planning and Health Services.

Financial Support

The UVic School of Nursing administers a number of awards to students enrolled in nursing graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available from the UVic School of Nursing website: <nursing.uvic.ca>. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

Faculty support will be available to students in the preparation of applications to major funding agencies. Students are not required to have funding in place when they apply to graduate programs in nursing; however, financial support may facilitate program completion.

Eligibility for nomination for scholarships administered by the School of Nursing will be determined on the basis of individual scholarship criteria, full-time registered status and Grade Point Average (GPA). The nomination for scholarship process is competitive. Nominations are reviewed by professional staff and faculty in the School on an annual basis.

Research 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 are essential components of the nursing program. Students must be prepared to travel outside their home community for practica when necessary. If a student is completing hours outside the province/territory/state where they are currently registered, the student must acquire active practicing registration in the jurisdiction where these practicum hours take place. Arrangements and associated costs related to nursing practice experiences are the responsibility of the individual student.

Note: Nurse Practitioner students must have access to a vehicle to attend practicum experiences during the program. NP students must be willing and able to travel to any health authority in BC to work with a primary care preceptor. Students are responsible for finding accommodation with a high speed internet connection. This will allow individuals to participate easily in online synchronous and asynchronous learning sessions.

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

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 at least six weeks prior to attending any practice or Co-op placement or provide a waiver of this requirement signed by the agency contact.

Agency Orientation/IT Access and Photo Identification

If not already completed, or as mandated by the agency prior to the start of a practice experience, students must fulfill the online and/or classroom requirements for staff orientation (see health authority website for requirements) and work with the graduate practicum coordinator to arrange for IT system access to health records, medication management wound care, etc.). Students must wear their UVic student ID as photo identification during practica.

Immunizations

Agencies require students to provide the School of Nursing with proof of current immunizations and TB status. An annual flu shot is required by health authorities, or students may be asked to wear a mask during contact with patients. All costs and responsibilities are the responsibility of the individual student and must be provided to the agency and the School of Nursing upon request.

Current Basic Life Support Certificate

All MN students must provide evidence of successful completion of basic life support level-C or higher six weeks prior to a practicum or Co-op experience or provide a waiver of this requirement signed by the agency contact. Current CPR level-C certification, or a waiver for each practicum site, must be on file in the School of Nursing to remain registered in the program.

Confidentiality Acknowledgement

Agencies require students to read a confidentiality policy and sign a confidentiality acknowledgement. Print the form from the student practice orientation webpage for the agency, sign the form and submit the acknowledgement to the agency (keeping a copy for your records).

Regulations Related to Active Practicing Registration

In addition to the above requirements, all students must have active practicing registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Students' active registration status will be checked prior to practice experience. 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 Registration Applicants)

Non-degree students completing course work to meet eligibility requirements for NP Registration examinations 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.

Professional Conduct

All students in the School of Nursing must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct. The faculty 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 (including all electronic communication) 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

Students in the Faculty of Human and Social Development are subject to the provisions of the code of ethics of their respective professions, and may be required to withdraw from their School for violating these provisions. Students may also be required to withdraw from their School, when ethical, medical or other reasons interfere with satisfactory practice in their respective disciplines.

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 and 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.   iWhere a student is enrolled in a nursing practice or Co-op 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 Associate Director, Graduate Education and the Coordinator, Student Affairs.

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 of F or N) has been assigned to the student's performance in a course,

b)   a report has been received that a student has breached the HSD Faculty Guidelines for Professional Conduct or Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student's practicum is located).

After receiving a written request from the student, and giving the student an opportunity to be heard by telephone conference call, or in person, the Graduate Education 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 to withdraw from the graduate program in which the student is enrolled.

Fitness to Practice

Students enrolled in the School of Nursing graduate programs at the University of Victoria are required to meet the standards for fitness to practice as defined by the College of Registered Nurses of British Columbia (or the provincial/territorial or state equivalent where the student's practicum is located) document, "Fitness to Practice: The Challenge to Maintain Physical, Mental and Emotional Health".

Students must notify their instructor(s) and practice preceptor of any absence from a scheduled practice experience and and complete the missed practice hours within the official scheduled course dates.

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 <uvic.ca/garo> and the School of Nursing website: <nursing.uvic.ca>.

Applicants for the degree of MN or PhD in Nursing must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the School of Nursing. The equivalent of a minimum of two years' full-time recent nursing practice as a registered nurse, preferably in the chosen area of concentration, is strongly recommended.

Applicants to the double degree option in Nursing and Health Informatics must meet admission criteria for both programs. Application guidelines are available online at <nursing.uvic.ca>.

Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the published deadline dates.

Admission is highly competitive. Not all students who meet the minimum requirements will be admitted. These programs are offered as resources permit.

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 and to notify the Graduate Adviser in the School of Nursing of their intention to apply to the program.

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 7.0 (A-) (or equivalent) on the UVic scale of 9.0 in their master's program although students who have achieved a GPA of less than 7.0 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.

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

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

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 at <www.nursing.uvic.ca> or contact the PhD Program Coordinator for complete criteria and guidelines for applying for admission.

Application Requirements

Application information may be downloaded from the School of Nursing website <nursing.uvic.ca/graduate>. All applicants will be required to satisfy normal admissions requirements for the Faculty of Graduate Studies. In addition, the School of Nursing requires the following:

* Two academic references (individuals who hold an academic position at a recognized post-secondary educational institute)
* An employer reference (a person in a supervisory position, not a co-worker or a colleague).
* 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
* Personal Statement
* Short-listed applicants may be invited to participate in a face-to-face or telephone interview.

Please also check the School of Nursing website for ongoing program updates, <nursing.uvic.ca>.

Admission To Master's Programs

Applicants for admission must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.

The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.

All applicants to the School of Nursing Masters of Nursing Graduate Programs must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission. This course must have been completed within five years of application.

Applicants for admission to the Nurse Practitioner program must reside in British Columbia and maintain active practicing registration with the College of Registered Nurses of British Columbia (CRNBC) for the duration of the MN-NP program.

All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.

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.

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. In addition, applicants must submit a professional curriculum vitae with complete work, education, and training; academic and employer references; and, a letter of intent related to the program. Students whose first language is not English require an acceptable score on an approved English language competency test (see "English Language Proficiency", page 30). Nurse Practitioner applicants will be shortlisted and contacted for a face-to-face or telephone interview.

Applicants admitted to the MN program must provide evidence of successful completion of a basic life support level C course completed no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program.

Applicants admitted to all MN programs must complete an HSPnet form for use and disclosure of student information for practicum purposes.

All students entering a graduate program in Nursing must have access to the Internet, email and Microsoft Office (i.e. Word and PowerPoint) as well as Adobe Reader or Adobe Acrobat for the duration of the program.

Synchronous learning sessions (booked online classes in real time) may be required for all MN program options. Students enrolled in the MN Nurse Practitioner option are required to be available for weekly online synchronous learning opportunities.

UVic Email Address

All program information will be provided by email. All School of Nursing students are required to use their UVic email address as their primary email contact in the student records system while enrolled in programs. This is to ensure continuity and consistency of information received. The School of Nursing is not responsible for providing missed information if students do not use the UVic email address.

Deadlines

The deadline for submitting an application is December 1 of each year for APL, NUED, and NUHI. For Nurse Practitioner applicants the application deadline is November 1 of each year. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, these deadlines noted above.

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 funding opportunities. The School accepts MN students annually and will accept PhD students every other year, with the next intake in 2016.

Non-Degree

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 (up to two courses). The School of Nursing limits enrolment to one course prior to application to a graduate program. The course must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Human and Social Development is not an offer of admission to any School of Nursing or Faculty of Human and Social Development graduate program, nor does it facilitate admission or unduly advantage applicants.

PROGRAM REQUIREMENTS

All students in the School of Nursing 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, meals, 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). Please note that in order to participate easily in online

high definition synchronous and asynchronous learning sessions a high speed internet connection is necessary.

Students enrolled in the APL, NUED and NUHI program options 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 Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies. In the case of the Double Degree, the academic review will involve representatives from both Nursing and Health Information Science.

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 232).

Nurse Practitioner students are required to achieve a minimum GPA of 6.0 (B+) in all NP option (NUNP) required courses. NP students with a sessional or cumulative GPA below 6.0 will not be permitted to register in the next semester until their academic performance has been reviewed by the Graduate Education Academic Review Committee and continuation in the program is approved by the Dean, Faculty 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 Academic Review 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 232).

All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. Failure to attend orientation could compromise admission to the MN program. Students unable to commit to the required onsite should consider applying at a later time. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in terms two to six in the NP program.

The full-time Nurse Practitioner option offers courses in a set sequence. A leave of absence up to one year is permitted. Before re-enrolment is authorized, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program. NP students withdrawn for more than one year must re-apply in competition with other applicants.

Program core course enrolment is guaranteed for students who follow the program course sequence as identified online at <nursing. uvic.ca>. Students who fall "out of sequence" for any reason should contact the Graduate Adviser to discuss course planning in further detail. Please be advised that MN core and option specific required courses are only offered once a year. Enrollment for out of sequence students is based upon course space, instructor, and practice placement availability.

Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership by Distributed Learning (Course-Based Masters)

The Master of Nursing, Advanced Practice Nursing, Advanced Practice Leadership (APL), offered by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.

Graduates of the program will be leaders in four spheres of influence: the interprofessional/ intersectoral health spheres, the patient/client sphere, the nurses/nursing sphere, and the health systems/organization sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.

Course Requirements

Students are required to complete 16.5 units of study of which 12 units are at the 500 level. Students consult with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs.

**Advanced Practice Leadership
Course-Based Option (16.5 units):**

Required Core APL courses (4.5 units)

NURS 501 (1.5)	Philosophical and Theoretical Knowledge for Advanced Practice Nursing
NURS 502A (1.5)	Conceptualizing Research for Advanced Practice Nursing
NURS 502B (1.5)	Developing Empirical Research Knowledge and Skills

Required APL concentration courses (12.0 units)

NURA 516 (1.5)	Nursing Leadership I (Client and Nursing Spheres)
NURA 517 (1.5)	APL Praxis I
NURA 518 (1.5)	APL Praxis II
NURA 519 (1.5)	Nursing Leadership II (Health Systems and Policy Spheres)
NURS 500 (1.5)	Scholarly Writing for Advanced Practice Nursing
NURS 509 (1.5)	Evaluation of Health Care
NURS 594 (1.5)	Scholarly Inquiry: Integrating Knowledge and Practice
NURA 596 (1.5)	Nursing Scholarship: Integration and Dissemination

Master of Nursing Thesis Option for Advanced Practice Nursing: Nurse Educator Option (22.5 units)

The MN student must demonstrate an advanced ability to integrate theory related to advanced practice and nursing. Advanced practice can be conceptualized in relation to education (NUED) or leadership (APL).

Criteria for MN Thesis Option:

- Confirmation of Thesis Supervisor

- Student-MN Supervisor consultation

- Recommendation of MN Supervisor

- Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 Units), which replaces NURS 596 (1.5 units)

- Completion of and/or enrollment in a minimum of one additional approved research course for a total of 22.5 units

- Normally, an A (85%) average in all required courses

Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.

Master of Nursing, Advanced Practice Nursing: Nurse Educator Option - by Distributed Learning (Course-Based Option):

The Master of Nursing degree in the 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 16.5 units of study including an onsite program orientation prior to program commencement. In addition to completing ten 1.5 unit courses, described below, students complete a 1.5 unit Capstone requirement.

Nurse Educator
Course-Based Option (16.5 units):

Required Core APN courses (4.5 units)

NURS 501 (1.5)   Philosophical and Theoretical Knowledge for Advanced Practice Nursing

NURS 502A (1.5)   Conceptualizing Research for Advanced Practice Nursing

NURS 502B (1.5)   Developing Empirical Research Knowledge and Skills

Required NUED concentration courses (12.0 units)

NUED 570 (1.5)   Engaging with Pedagogy: Teaching and Learning in Nursing Education

NUED 571 (1.5)   Critical Pedagogy in Nursing Education and Evaluation

NUED 572 (1.5)   Intersectoral Course and Curriculum Design in Nursing Education

NUED 573 (1.5)   Nurse Educator Practice I

NUED 574 (1.5)   Nurse Educator Practice II

NURS 500 (1.5)   Scholarly Writing for Advanced Practice Nursing

NURS 594 (1.5)   Scholarly Inquiry: Integrating Knowledge and Practice

NURS 596 (1.5)   Nursing Scholarship: Integration and Dissemination

Master of Nursing Thesis Option for Advanced Practice Nursing: Nurse Educator Option (22.5 units)

The MN student must demonstrate an advanced ability to integrate theory related to advanced practice and nursing. Advanced practice can be conceptualized in relation to education (NUED) or leadership (APL).

Criteria for MN Thesis Option:

- Confirmation of Thesis Supervisor

- Student-MN Supervisor consultation

- Recommendation of MN Supervisor

- Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 Units), which replaces NURS 596 (1.5 units)

- Completion of and/or enrollment in a minimum of one additional approved research course for a total of 22.5 units

- Normally, an A (85%) average in all required courses

Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.

Master of Nursing, Advanced Practice Nursing: Nurse Practitioner Option – by Distributed Learning (Course-only Option)

The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered by the University of Victoria School of Nursing, is a course-based, practice oriented, theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia, thus practice experiences are completed within BC.

Course Requirements

Students are expected to complete 24 units of study, including an onsite program orientation prior to program commencement in September (usually three to four days in length) and additional condensed on-site components as scheduled in every subsequent term. Students must achieve at least a "B+" in required courses and maintain a minimum sessional and

cumulative GPA of 6.0 (B+) on the UVic scale of 9.0. This minimum grade is what the School of Nursing deems necessary for students to clearly demonstrate their capacity to continue in the Master of Nursing Advanced Practice Nursing- Nurse Practitioner (NP) program. An academic review will be initiated for NP students who achieve less than a B+ in any NP option required course. Students who obtain a sessional and/or cumulative grade point average of 6.0 but who obtain less than "B+" standing in more than one required MN-NP course may be immediately withdrawn from the program.

Required Core APN courses (4.5 units)

NURS 501 (1.5)	Philosophical and Theoretical Knowledge for Advanced Practice Nursing
NURS 502A (1.5)	Conceptualizing Research for Advanced Practice Nursing
NURS 502B (1.5)	Developing Empirical Research Knowledge and Skills

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 1) (must be taken concurrently with NUNP 544)
NUNP 544 (1.5)	Integrated Primary Health Care and Advanced Practice Nursing I (Practice) (Adult 1) (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).
NUNP 547 (1.5)	Integrated Primary Health Care and Advanced Practice Nursing III (Theory) (Adult II) (must be taken concurrently with NUNP 548)
NUNP 548 (1.5)	Integrated Primary Health Care and Advanced Practice Nursing III (Practice) (Adult II) must be taken concurrently with NUNP 547)
NUNP 537 (1.5)	Family Nurse Practitioner Internship
NURS 568 (1.5)	Trends and Issues in Advanced Practice Nursing
NUNP 593 (1.5)	Evaluation Synthesis

Master of Nursing and Master of Science in Health Informatics by Distributed Learning (Double Degree Option)

The Master of Nursing and Master of Science in Health Informatics (Double Degree) option offered by the University of Victoria, School of Nursing, and School of Health Information Science is a practice-oriented, theory-based degree intended to prepare nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.

Course Requirements

Students are required to complete 31.5 program units including an onsite program orientation prior to program commencement. In addition to completing 25.5 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 501 (1.5)	Philosophical and Theoretical Knowledge for Advanced Practice Nursing
NURS 502A (1.5)	Conceptualizing Research for Advanced Practice Nursing
NURS 502B (1.5)	Developing Empirical Research Knowledge and Skills
NURS 568 (1.5)	Trends and Issues in Advanced Practice Nursing
NURS Electives (3.0)	

Electives are chosen in consultation with the program supervisors.

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 supervisors. HINF electives include, but are not limited to:

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)   Co-operative Experience Requirement
(3.0)

COOP (HINF) (3.0) Co-operative Experience Requirement

Required Thesis (7.5 units)

NURS 593 (1.5)   Thesis Seminar

or

HINF 580 (1.5)   Thesis Seminar

NUHI 599 (6.0)   Thesis

PhD in Nursing by Distributed Learning

The PhD in Nursing Program will be delivered in a distributed – distance learning format, supplemented with two or three mandatory on-campus intensives. Generally, students will need to travel to UVic approximately once per year; however, additional visits may be required as appropriate for the student's progress and supervision. Students will take distance courses through synchronous and asynchronous approaches. The program will require full-time enrolment.

Please contact the School of Nursing for further details.

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.

4. Administration: Developing, critiquing, and implementing nursing and health policy in relation to disciplinary growth and professional practice.

Course Requirements

Programs of study are planned in relation to specified foci of nursing scholarship in concert with program design, supervisor expertise, and anticipated contributions to knowledge.

The PhD program requires satisfactory completion of at least 13.5 units of coursework (including a mandatory NURS 693 Candidacy Examination preparation course and Dissertation Seminars), candidacy exams, a 30-unit Dissertation, and a final oral examination for a total program requirement of a minimum 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.

It is strongly recommended that students take a graduate level statistics course. This course is chosen in consultation with the student's supervisor based on the student's background and research area, and is distinct from all other required PhD courses.

The courses listed below reflect the minimum requirements for program completion, however it is generally expected that students take additional courses (including but not limited to a statistics course, NURS 620, NURS 690 and additional units of NURS 680) in order to strengthen their knowledge base for a successful dissertation.

Required courses

Nursing Science

NURS 601 (1.5)   Philosophy in Nursing

NURS 602 (1.5)   Epistemological Discourses in the Study of Nursing

Research

NURS 604a (1.5)   Research Methodology for Nursing and Health Care: Qualitative

NURS 604b (1.5)   Research Methodology for Nursing and Health Care: Quantitative

NURS693 (3.0)   Candidacy Examination

Seminars

Doctoral seminars provide students with the opportunity to critique proposed, ongoing and completed research in both qualitative and quantitative research. Students will be expected to alternately lead and participate in these seminars. The seminars will be ungraded resulting in a "complete" or "incomplete" on the student's academic record.

NURS 621 (1.5)   Doctoral Seminar in Nursing Scholarship

NURS 622 (1.5)   Dissertation Seminar

NURS 679 (1.5-   Doctoral Research Seminar
4.5)

Candidacy

Candidacy will be held following satisfactory completion of required coursework and within three years of first registering as a doctoral student in the program. Candidacy exams will include both a written and oral component. Students will either: a) write two papers approximately 25-30 pages in length, one focused on the substantive area of interest and the other on a chosen research methodology, or b) sit for two, timed 3-hour open-book examinations, one focusing on the substantive and the other on a

chosen research methodology. Following submission of the written candidacy papers, candidates will engage in an oral defense of their written papers.

Dissertation (30 units)

All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

Elective Courses, Topical Seminars and Internships

In consultation with academic advisers and/or dissertation supervisors, students may seek or be required to enrol 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 and teaching 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 (NURS 503, 504, NURS 620, 630, 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: NURS 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 568

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 degree option Nursing and Health Informatics, and is required. Master's students in the double degree 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 "General Regulations: Graduate Co-op", page 56. Please note that co-op terms are treated as separate courses and are assessed a separate tuition fee.

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: Regional 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

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>
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Chair: R. Christopher Morgan

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>
> Phone:... 250-721-7474

Graduate Adviser: Michael Bodden

> Email: mbodden@uvic.ca
>
> Phone:... 250-721-6272

Graduate Secretary: Rina Langford-Kimmett

> Email: paciasia@uvic.ca
>
> Phone:... 250-721-7477

Faculty Members and Areas of Research

Martin Adam, PhD (McGill)

> Buddhism ethics; Early Indian Buddhism; Buddhist philosophy; Socially engaged Buddhism; Philosophy of religion

Michael H. Bodden, PhD (Wisconsin, Madison)

> Indonesian-Malay language; Southeast Asian culture & literature; Indonesian, theatre & literature; Southeast Asian cinema; Graphic narratives from and about Asia and Asians; Human rights & the arts in Asia

Katsuhiko Endo, PhD (New York)

> World history on the Pacific & Asia; Japanese history; Philosophy of the Kyoto School; Critical theory

Timothy Iles, PhD (Toronto)

> Cinema: Asian and Japanese, live-action and animated; Technology and its implications; Science fiction cinema; Horror as a response to social and urban change; Humanism and identity issues in Japan; Popular culture: traditional, modern, postmodern

Richard King, PhD (British Columbia)

> Modern and contemporary Chinese literature; Socialist literary and cultural theory; Propaganda posters and other Chinese visual arts; Asian popular culture; Twentieth-Century Chinese intellectual, social, and cultural history

Tsung-Cheng Lin, PhD (British Columbia)

> Premodern Chinese literature and culture; Narrative tradition of Classical Chinese poetry; Poetry of Late Imperial China; Knight-errantry in Classical Chinese poetry; Poetic transition from 18th Century to early Republican China; Taiwanese literature & culture; Narrative theory

Andrew M. Marton, PhD (British Columbia)

> Urban and regional development in China; Asian cities and urban regions; Creative industries in China; Reform and internationalization of Chinese education

R. Christopher Morgan, PhD (Australian National)

> World systems analysis of Asia and the Pacific; Indigenous Peoples of Australasia; Pre-modern economies, exchange theory; Political systems of Oceania; Ethnography and world system history

Hiroko Noro, PhD (Toronto)

> Japanese language pedagogy; Japanese sociolinguistic issues; Intercultural education; Experiential learning; Arts-based language teaching

M. Cody Poulton, PhD (Toronto)

> Japanese theatre & fiction; Religious practice and pilgrimage in Japan; The limits of the Human in Asian cultures; Culture and technology in Japan

Jun Tian, PhD (Victoria)

> Chinese learning and teaching pedagogy; Classroom-based research; Second language writing; Chinese linguistics; Pre-modern and contemporary China; Translation studies Chinese-English

Adjunct Faculty Member and Areas of Research

Jordan Paper, PhD (Wisconsin, Madison)

> East Asian Studies, Chinese religious traditions

Degrees and Specializations Offered

MA

Students may define their program of study by choosing to concentrate on (1) the Regional 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 and or Graduate Awards 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 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 provide proof of English language proficiency. Results from a TOEFL, IELTS or MELAB test are acceptable. For details please refer to "English Language Proficiency", page 30.

Deadlines

Applicants from outside Canada must submit their application and all necessary materials by December 15. The deadline for domestic applicants is January 15. Students wishing to be considered for a University of Victoria Fellowship must apply by these deadlines.

PROGRAM REQUIREMENTS

The Department of Pacific and Asian Studies offers graduate programs leading to the degree of Master of Arts. The MA includes course work and the writing of a thesis or major research paper.

Students may choose either a Long Thesis option or a Short Thesis option. Both options require 15 units of work.

Master's – Long Thesis Option

This program requires 6 units of course work and a 9-unit thesis.

Program Requirements

Normally students must complete the following four 1.5 unit courses for the Regional Studies Stream:

PAAS 500	Theories of the Pacific Region
PAAS 520	Special Topics in Pacific Studies
PAAS 550	Research Methodologies
PAAS 590	Directed Studies

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

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

Other Requirements

In the case of students whose research topic requires them to use original language materials, supervisors may require additional language courses or a period of study overseas either before admission or during the course of the program.

Thesis

In this program, students write a thesis (PAAS 599) of 90-120 pages.

Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

Program Length

The MA degree generally takes two years to complete, including the thesis, and normally requires the first year of study on campus as a full-time student.

No later than January 31 of the first year of study, the student will have formed her/his -supervisory committee in consultation with the student's supervisor.

The student may submit her/his thesis proposal to all members of the supervisory committee once the student has completed his/her mock proposal review no earlier than April 1st and no later than June 30th of the first year of study.

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 Regional 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.

The student may submit her/his thesis proposal to all members of the supervisory committee once the student has completed his/her mock proposal review no earlier than April 1st and no later than June 30th of the first year of study.

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 "General Regulations: Graduate Co-op", page 56.

Philosophy

GENERAL INFORMATION

Contact Information

Department of Philosophy

Location: Clearihue, Room B334

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Graduate Adviser: Audrey Yap

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Phone:...250-721-7510

Graduate Secretary (Acting): Jennifer Pacheco

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Faculty Members and Areas of Research

Margaret Cameron, PhD (Toronto)

Medieval Latin philosophy, ancient philosophy, philosophy of language, logic

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

Scott Woodcock, PhD (Toronto)

Ethics, philosophy of biology

Audrey Yap, PhD (Stanford)

Logic, philosophy of mathematics, history of mathematics and logic, feminist epistemology

James O. Young, PhD (Boston)

Philosophy of language, aesthetics and metaphysics

Degrees and Specializations Offered

The Department of Philosophy offers programs of study leading to the degrees of Master of Arts and Doctor of Philosophy.

This program has particular strengths in Aesthetics, Applied Ethics, Ethics, Epistemology, Feminist Philosophy, History of Philosophy, Logic, Metaphysics, Political Philosophy, and Philosophy of Language. Applications are particularly welcomed from students interested in these areas. Normally, applicants will have 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.

Financial Support

Entering students receive competitive financial packages tenable for one year. Students must apply by February 1st to be considered for a University Graduate Fellowship. Financial assistance may also be available in the form of RAs, TAs and departmental scholarships. All eligible students should apply for funding from external sources including Social Sciences and Humanities Research Council (SSHRC).

ADMISSION REQUIREMENTS

Admission to the Master's Program

The Department of Philosophy normally accepts students for September entry only.

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. A short sample of written work (about 10 pages) must be submitted with the application. For further information, visit <web.uvic.ca/philosophy/grad>.

Admission to the PhD Program

Admission to the PhD program in philosophy is restricted to students who hold an MA in philosophy or an equivalent degree. University regulations permit unusually promising MA candidates to move directly into a doctoral program. For further information, visit <web.uvic.ca/philosophy/grad>.

Deadlines

To be given full consideration for admission and funding, all applicants are asked to apply by February 1.

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 1.5 units of this course work may be taken in departments other than the Department of Philosophy. The Research Methods Seminar (PHIL 591) must be taken in partial satisfaction of this requirement.

2. Students must register for and complete the Professional Development Practicum (PHIL 592) for 1.5 units.

3. Write a major research project of 4.5 units (PHIL 598).

Oral Examination

Required.

Program Length

One year.

PhD Program

Course Requirements

Students must fulfill three requirements:

1. Take 9 units of courses numbered 500 and above (except PHIL 598). 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.

2. Complete a candidacy examination (PHIL 693). In fulfillment of this requirement, all students must satisfy a logic requirement and be examined on an area of philosophical specialization and an area of philosophical competence. A dissertation proposal must be approved by a student supervisory committee.

A student will be required to display competence in one or more second languages when his or her supervisory committee determines that such competence is required by his or her program of research.

3. Write a dissertation of 18 units (PHIL 699).

Oral Examination

Required.

Program Length

Approximately four 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 "General Regulations: Graduate Co-op", page 56.

Physics and Astronomy

GENERAL INFORMATION

Contact Information

Department of Physics and Astronomy

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Graduate Adviser: Dr. Sara Ellison

    Email: physgrad@uvic.ca

    Phone:..250-721-7737

Graduate Secretary: Megan Nell

    Email: physgrad@uvic.ca

    Phone:..250-721-7700

Faculty Members and Areas of Research

Justin Albert, PhD (Princeton)

    Experimental particle physics

Arif Babul, PhD (Princeton)

    Astronomy and astrophysics

Magdalena Bazalova-Carter, PhD (McGill)

    Medical physics

Devika Chithrani, PhD (Toronto)

    Medical physics

Byoung-Chul Choi, PhD (Freie Universität Berlin)

    Experimental condensed matter physics

Rogério de Sousa, PhD (Maryland)

    Theoretical condensed matter physics

Sara L. Ellison, PhD (Cambridge)

    Astronomy and astrophysics

Falk H. Herwig, PhD (Potsdam and Kiel)

    Astronomy and astrophysics

Dean Karlen, PhD (Stanford)

    Experimental particle physics

Richard K. Keeler, PhD (British Columbia)

    Experimental particle physics

Jody M. Klymak, PhD (Washington)

    Physical oceanography

Pavel Kovtun, PhD (Washington)

    Theoretical particle physics

Robert V. Kowalewski, PhD (Cornell)

    Experimental particle physics

Michel Lefebvre, PhD (Cambridge)

    Experimental particle physics

Julio F. Navarro, PhD (Universidad Nacional de Córdoba)

    Astronomy and astrophysics

Maxim Pospelov, PhD (Budker)

    Theoretical particle physics and cosmology

Adam Ritz, PhD (Imperial College)

    Theoretical particle physics

J. Michael Roney, PhD (Carleton)

    Experimental particle physics

Geoffrey M. Steeves, PhD (Alberta)

    Experimental condensed matter physics

Kimberley A. Venn, PhD (Texas-Austin)

    Astronomy and astrophysics

Jon P. Willis, PhD (Cambridge)

    Astronomy and astrophysics

Adjunct and Emeritus Faculty

David Andersen, PhD (Pennsylvania State)

    Astronomy and astrophysics

William Ansbacher, PhD (Otago)

    Medical physics

Cynthia Araujo, PhD (British Columbia)

    Medical physics

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

Erika Chin, PhD (British Columbia)

    Medical physics

Fred. I. Cooperstock, PhD (Brown)

    General relativity and astrophysics

Patrick Côté, PhD (McMaster)

    Astronomy and astrophysics

David Crampton, PhD (Toronto)

     Astronomy and astrophysics

James Di Francesco, PhD (Texas)

    Astronomy and astrophysics

Iris Dillmann, PhD (Basel)

    Nuclear Astrophysics

Laurent Drissen, PhD (Montreal)

    Astronomy and astrophysics

Laura Ferrarese, PhD (Johns Hopkins)

    Astronomy and astrophysics

Isabelle Gagné, PhD (Alberta)

    Medical physics

Alexander Gottberg, PhD (Freie Universität Berlin)

    Accelerator physics

F. David A. Hartwick, PhD (Toronto)

    Astronomy and astrophysics

Michelle Hilts, PhD (British Columbia)

    Medical physics

Cornelia Hoehr, PhD (Ruprecht-Karls-Universität, Heidelberg)

    Nuclear medicine

Robert E. Horita, PhD (British Columbia)

    Geomagnetism and space physics

John Hutchings, PhD (Cantab)

    Astronomy and astrophysics

Werner Israel, PhD (Trinity)

    Theoretical astrophysics

Andrew I. Jirasek, PhD (British Columbia)

    Medical physics

Doug Johnstone, PhD (University of California, Berkeley)

    Astronomy and astrophysics

J.J. Kavelaars, PhD (Queen's)

    Astronomy and astrophysics

Akira Konaka, PhD (Kyoto)

    Experimental nuclear and particle physics

Shane M. Koscielniak, PhD (Oxford)

    Accelerator Physics

Bob Laxdal, MSc (Saskatchewan)

    Accelerator Physics

Christian Marois, PhD (Montreal)

    Astronomy and astrophysics

Brenda C. Matthews, PhD (McMaster)

    Astronomy and astrophysics

Alan W. McConnachie, PhD (Cambridge)

    Astronomy and astrophysics

Robert McPherson, PhD (Princeton)

    Experimental particle physics

Nikolitsa (Lia) Merminga, PhD (Michigan)

    Accelerator Physics

Ante Mestrovic, PhD (British Columbia)

    Medical physics

David Morrissey, PhD (Chicago)

    Theoretical particle physics

Arthur Olin, PhD (Harvard)

    Experimental nuclear and particle physics

Charles E. Picciotto, PhD (California)

    Theoretical nuclear and particle physics

Christopher J. Pritchet, PhD (Toronto)

    Astronomy and astrophysics

Lyle Robertson, PhD (British Columbia)

    Experimental nuclear and particle physics

Christopher Ruiz, PhD (Edinburgh)

    Nuclear astrophysics

Thomas J. Ruth, PhD (Clark)

    Nuclear medicine

Colin D. Scarfe, PhD (Cambridge)

>   Astronomy and astrophysics

David Schade, PhD (Victoria)

>   Astronomy and astrophysics

Luc Simard, PhD (Victoria)

>   Astronomy and astrophysics

Randall J. Sobie, PhD (Toronto)

>   Experimental particle physics

Peter Stetson, PhD (Yale)

>   Astronomy and astrophysics

Edward L. Tomusiak, PhD (McGill)

>   Theoretical nuclear and particle physics

Isabel Trigger, PhD (Montréal)

>   Experimental particle physics

Don A. VandenBerg, PhD (Australian National University)

>   Astronomy and astrophysics

Jean-Pierre Véran, PhD (École Nationale Supérieure des Télécommunications - Paris)

>   Astronomy and astrophysics

Arthur Watton, PhD (McMaster)

>   Nuclear magnetic resonance in solids and liquids

Derek M. Wells, PhD (Clemson)

>   Medical physics

Stephenson Yang, PhD (British Columbia)

>   Astronomy and astrophysics

Sergei F. Zavgorodni, PhD (Tomsk, Russia)

>   Medical physics

Degrees and Specializations Offered

The Department of Physics and Astronomy offers programs of study and research leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD). The Department also offers a coursework program leading to a Graduate Certificate in Medical Physics (GCMP).

All MSc and PhD degrees are awarded with a major in Physics, while the department offers research specialization in the areas of study listed below. Note that the program requirements differ for research with a specific concentration in Astronomy, Medical Physics, or Ocean Physics.

Areas of Study and Facilities

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, gravitational lensing and stellar chemistry. 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, the Atacama Large Millimetre Array and the Gemini twin 8m telescopes.

Condensed Matter Physics: Condensed Matter Physics is the study of materials and their properties. The main focus at the University of Victoria is on nanoscale physics, in which the physical properties of magnetic, semiconductor and superconducting materials are studied on the nanometer range, that is, a bit larger than the size of individual atoms. Nanoscale physics is a new and rapidly developing field that encompasses both fundamental studies and applications. Current research activities include ultrafast magnetic imaging using modern femtosecond laser techniques, in-situ studies of magnetic properties of both thin film and nanostructured magnetic materials, computational magnetic microscopy, semiconductor spintronics and quantum information, dynamics of superconducting materials on nanometer length scales, and time-resolved and spin-polarized scanning tunneling microscopy.

Experimental Particle Physics: The particle physics group is engaged in research at facilities around the world and, as one of the designers and builders of the TRIUMF facility in Vancouver, it benefits from interactions with TRIUMF physicists and access to TRIUMF facilities. The current activities of the group include the operation of the BABAR detector at SLAC and analysis of the data collected with it; detector construction and physics studies for the ATLAS experiment at CERN; detector research and development projects associated with the T2K long-baseline neutrino experiment and future e+e linear colliders; and development and deployment of grid computing.

Medical Physics: Application of radiation (photons and electrons) to the treatment and diagnosis of disease. Project areas include the development and application of Monte Carlo based dose calculations, 3D radiation dosimetry, intensity modulated radiation therapy, portal imaging, radionuclide therapy, and the application of spectroscopic techniques for treatment monitoring. 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 areas of research focus on questions in particle and astroparticle physics: the physics of the electroweak scale, the nature of dark matter, and the role of particle physics in the early universe. Further research areas include more formal study of strongly interacting regimes of quantum field theory and fluid dynamics, using various techniques e.g. from string theory. The group has links with TRIUMF, and the Perimeter Institute.

Financial Support

See <www.phys.uvic.ca>.

Students admitted to the MSc and PhD program in Physics and Astronomy have access to a funding package that may include: University of Victoria Awards, Research Assistantships (RAs), Teaching Assistantships (TAs) and various Donor Awards. Students eligible for external funding (e.g. from NSERC) are encouraged to apply. The Department operates under a set of financial support rules which provide guaranteed funding for all students, based on satisfactory performance and progress, for up to 2 years for an MSc and up to 5 years beyond the BSc level for those in the PhD program.

Please contact the graduate adviser of the department for additional details.

ADMISSION REQUIREMENTS

See <www.phys.uvic.ca>.

Admission To MSc Programs

The normal prerequisite for all programs is a (UVic equivalent) Honours degree in Physics, Astronomy or related subjects. Students admitted to the MSc program, but with backgrounds judged to be less than that of a UVic Honours degree (e.g. a Major degree), are normally required to take additional undergraduate courses in Physics, Astronomy and Mathematics to satisfy the stated prerequisite.

Admission To PhD Programs

The normal prerequisite for all programs is a (UVic equivalent) MSc degree in Physics, Astronomy or related subjects. Students already registered in the UVic MSc program may have the opportunity to enter the PhD program directly via the MSc-to-PhD transfer process. See <www.phys.uvic.ca> for further details and requirements.

Admission to the GCMP Program

The normal prerequisite is a PhD in Physics (or related areas) from a recognized post-secondary institution. The CAMPEP accredited Graduate Certificate in Medical Physics is a two-term program of study for students with a PhD in Physics wishing to transition to a clinical career in Medical Physics. Students completing this program will be qualified to enter CAMPEP-accredited residency programs.

International applicants

Applicants for MSc programs who completed their undergraduate degree at a non-Canadian university are normally expected to take the Graduate Record Examination (GRE), General and Subject exams, and submit the results to the Graduate Admissions and Records Office. Applicants for MSc, PhD or GCMP programs whose native language is not English must also satisfy the English Competency Requirement for the Faculty of Graduate Studies (see "Faculty Admissions", page 29, for details). Students with this qualification may still be required to complete English language courses along with their program-related course work.

PROGRAM REQUIREMENTS

See <www.phys.uvic.ca>.

Students registered in the graduate program are expected to make satisfactory progress in the program of research and coursework agreed to with their supervisor and supervisory committee. Students may also apply for Teaching Assistantships (TAs) as part of their financial package.

Grades

Graduate students must maintain a cumulative GPA of at least 5.0 (B) for all required courses (namely those specified by the student's supervisory committee as part of the program). Individual course grades of B- or below are considered unsatisfactory and trigger a notification of Faculty of Graduate Studies grade requirements, with a subsequent review and recommendation for action by the supervisory committee.

Candidacy Exam

The candidacy exam (PHYS 693) is required of all PhD students and is normally taken within the first 18 months of, and no later than two years after, a student's first registration in (or transfer to) the PhD program.

Thesis

The thesis requirement for MSc and PhD degrees (PHYS 599 or PHYS 699) applies to all students, independent of program concentration. All registrations in PHYS 699 must be accompanied by registration in PHYS 693 until 693 has been passed.

MSc in Physics

Program Requirements

PHYS 500A and 502A plus an additional 3.0 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	
Total (minimum)	**15.0**

MSc in Physics — Concentration in Astronomy

Program Requirements

ASTR 561 .... 1.5
A minimum of 4.5 units chosen from Physics
and/or Astronomy graduate courses 4.5
A minimum 3 additional units, as required 3.0
Colloquium ASTR 560 .... 0.0
Thesis (normally 6.0 units) PHYS 599 .... 6.0
Final oral examination
Total (minimum) 15.0

MSc in Physics — Concentration in Ocean Physics

Program Requirements

Normally a minimum of 6 graduate
course units including PHYS 500A and 502A 6.0
Additional undergraduate or graduate
courses as required (minimum) 3.0
(Students lacking the appropriate background in fluid dynamics or electromagnetic theory may be required to complete further undergraduate courses as part of or in addition to the above requirement.)
Colloquium PHYS 560 .... 0.0
Thesis (normally 6.0 units) PHYS 599 .... 6.0
Final oral examination
Total (minimum)……….......................…………… 15.0

MSc in Physics — Concentration in Medical Physics

Program Requirements

PHYS 534, 539, 540, 544, 545, 546 .... 7.0
Additional courses, normally at the graduate level 3.0
Colloquium PHYS 560 .... 0.0
Thesis (normally 6.0 units) PHYS 599 .... 6.0
Final oral examination
Total (minimum) 16.0

PhD in Physics

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 12.0 (of which at least 9.0 must be graduate) and including the core courses (PHYS 500A, 502A), or their equivalent.

2. Colloquium PHYS 560 (0.0 units)

3. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).

4. Dissertation, PHYS 699 (normally 30 units).

5. Final oral examination.

PhD in Physics — Concentration in Astronomy

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 10.5 (of which at least 7.5 must be graduate).

2. Colloquium ASTR 560 (0.0 units).

3. ASTR 661 (1.5).

4. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).

5. Dissertation (normally 30 units) PHYS 699.

6. Final oral examination.

PhD in Physics — Concentration in Medical Physics

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 13 and including PHYS 500A and 502A or their equivalent.

2. Colloquium PHYS 560 (0.0 units).

3. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).

4. Dissertation (normally 30 units) PHYS 699.

5. Final oral examination.

PhD in Physics — Concentration in Ocean Physics

Program Requirements

1. Such other courses as required by the supervisory committee to bring the total of graduate course units beyond the BSc level to at least 12, of which at least 9 units must be graduate.

2. Colloquium PHYS 560 (0.0 units).

3. Satisfactory completion of the Candidacy examination, PHYS 693 (3.0 units).

4. Dissertation (normally 30 units) PHYS 699.

5. Final oral examination.

Graduate Certificate in Medical Physics

Program Requirements

1. PHYS 534, 535, 539, 540, 544 and 545 (8.0 units).

2. Graduation requires completion of all required courses with a minimum grade of B.

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 Physics and Astronomy Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op", page 56.

Political Science

GENERAL INFORMATION

Contact Information

Department of Political Science
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> Canada

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Telephone Number:..250-721-7486

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Website: <web.uvic.ca/polisci>
Chair: Dr. Avigail Eisenberg
> Email: chairpol@uvic.ca
> Phone:...250-853-3528

Graduate Adviser: Dr. Michelle Bonner
> Email: gradpol@uvic.ca
> Phone:...250-853-3561

Graduate Secretary: Joanne Denton
> Email: poligrad@uvic.ca
> Phone:...250-721-7486

Faculty Members and Areas of Research

Colin J. Bennett, PhD (Illinois)

> Comparative politics and public policy (advanced industrial countries); American government and politics; information and communications policy

Michelle Bonner, PhD (Toronto)

> Comparative politics; Latin American politics; democratization; human rights; social movements; police violence and reform; gender and politics

Marlea Clarke, PhD (York)

> African Politics (South and Southern Africa focus), political economy of development, labour and social movements, employment and labour market restructuring, globalisation and democratisation in Africa, gender and politics

A. Claire Cutler, PhD (UBC)

> International relations theory; international law and organization; private international trade law; international political economy; dispute resolution

Rita Kaur Dhamoon, PhD (UBC)

> Identity/difference politics and power, including multicultural policies and theories, culture and politics, nation-building, gender politics and feminism, intersectionality, critical race theory, post-colonial and anti-colonial politics, solidarity politics, citizenship and democratic politics, with specialized focus on Canada

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

Simon Glezos, PhD (John Hopkins)

> Contemporary Political Theory; IR Theory; Speed and Technology; Theories of the State; Theories of Political Violence; Globalization; Contemporary Information Technologies; Capitalism and Resistance

Matt James, PhD (UBC)

> 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

Oliver Schmidtke, PhD (European Univ. Inst., Florence)

> Citizenship and Immigration; identity politics; comparative politics; xenophobia and racism; European integration

Heidi Kiiwetinepinesiik Stark, PhD (Minnesota)

> Comparative Indigenous Politics, Aboriginal and Treaty Rights, Federal Indian Policy, and Indigenous Law

Reeta Tremblay, PhD (Chicago)

Comparative Politics and Comparative Federalism, South Asian Political Economy, Nation-State and Secessionist Movements in India and Indian Popular Cinema

Amy C. Verdun, PhD (European University Institute, Florence)

European integration studies; monetary integration; European integration theory; European comparative politics; international political economy; international relations

R. B. J. (Rob) Walker, PhD (Queen's)

Contemporary social and political thought; theories of discourse, ideology and culture; philosophy of social science; international political theory; concepts of space and time in political thought; modernity/postmodernity

Scott Watson PhD (UBC)

International relations theory; international security; migration and refugee policy; securitization theory

Michael C. Webb, PhD (Stanford)

International political economy; globalization and governance; Canadian foreign policy

Andrew Wender, PhD (UVic)

Middle East politics; interconnections among religion, politics, society, and culture within the Middle East and globally; political thought within historical contexts; comparative political thought; politics in relation to world history

Guoguang Wu, PhD (Princeton)

Comparative politics (developing, authoritarian, and communist countries), liberalization and democratization, East Asian politics, China, Hong Kong, Taiwan, Asia-Pacific international relations, Chinese political thought

Feng Xu, PhD (York)

Chinese politics, comparative politics (East Asia); gender politics (especially East Asia); migration and citizenship; national and diaspora identities; policy ideas, translation theory and global hegemony

Degrees and Specializations Offered

The Department of Political Science offers a program of study leading to the degrees of Master of Arts and Doctor of Philosophy in Political Science.

The MA program provides an opportunity for advanced research in most areas of Political Science. The PhD program is especially appropriate for students interested in any of the six areas of concentration:

a) Contemporary Political Theory

b) International and Transnational Politics

c) Democratic Constitutionalism

d) Comparative Public Policy and Governance

e) Cultural, Social and Political Thought

f) Politics of the Global South

Full information on supervisory resources and Political Science courses can be found on the department's website: <web.uvic.ca/polisci/ -graduate>.

Facilities, Research Centres and Internships

In addition to the range of courses and faculty expertise within the department, the program has many interdisciplinary resources and opportunities. Students are encouraged to take at least one course outside of the department. There is an extensive expertise on political issues in other departments, including Indigenous Governance, Law, Philosophy, Gender Studies, History, Environmental Studies and Public Administration. In addition, all six areas of concentration in the PhD program are deeply embedded in interdisciplinary perspectives. For example, Democratic Constitutionalism involves collaboration among the Departments of Philosophy, Political Science and Law; Cultural, Social and Political Thought combines perspectives from Anthropology, English, History, Political Science and Sociology; Comparative Public Policy and Governance draws on resources from Political Science and Public Administration.

A full slate of seminars, colloquia, lectures and conferences provide many excellent opportunities for collegial interaction among graduate students and between graduate students and faculty. These include the Victoria Colloquium on Political, Social and Legal Theory which students may take for course credit. This colloquium involves the interaction of theorists with international reputations and students from a variety of disciplines.

The department also has strong ties with various research centres on campus, including the Centre for Pacific and Asian Initiatives, the Centre for Global Studies, the Centre for European Studies and the Centre for Studies in Religion and Society.

The department also collaborates in the administration of British Columbia's Legislative Internship Program. Interns may receive a two-course (3 unit) credit for a research report related to their work (POLI 580) which they are required to submit to a two-member examination committee of the department. This program is open only to selected graduates of British Columbia universities, who must apply to the program and are chosen on a competitive basis. Further information is available at: <www.leg.bc.ca/content-peo/Pages/Legislative-Internship-Program.aspx>.

Financial Support

Political Science students are eligible for University of Victoria Fellowships. In addition, the department offers several scholarships of varying amounts. Students are automatically considered for internal scholarships and they are awarded on a competitive basis. The department also offers teaching and research assistantships, which are also awarded on a competitive basis, with priority given to incoming students. All candidates

applying to our master's program by the January 15th deadline are automatically considered for a teaching assistantship. All other students must apply. All eligible students are also strongly encouraged to apply for funding from external sources such as SSHRC.

ADMISSION REQUIREMENTS

General

Admission into the department is determined on a competitive basis. Applications are first reviewed by the Graduate Admissions and Records Office and then by the Political Science Admissions and Awards Committee. In addition to the materials required by the Graduate Admissions and Records Office (two letters from academic referees, application form and official transcripts), the department asks all master's applicants to submit a one-to-two page statement of research interests. It requires that PhD applicants submit a two-to-five page statement of intent and a sample of their scholarly work, normally an academic paper. Not all students who meet the minimum requirements can be admitted. Typically, eight to ten MA students and two to five PhD students are admitted into the program each year.

Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have resided in Canada or other English-speaking countries for less than three consecutive years immediately prior to the session applied for, must take the Test of English as a Foreign Language (TOEFL) and achieve a minimum score of 600 (paper test).

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 six areas of concentration: Contemporary Political Theory; International and Transnational Politics; Democratic Constitutionalism; Comparative Public Policy and Governance; Cultural, Social and Political Thought; Politics of the Global South.

Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, Environmental Studies, History, Political Science and Sociology. Students must apply online, choosing the Concentration in Cultural, Social and Political Thought option for Political Science. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. Only students already accepted into an MA or PhD program in English, Environmental Studies, History, Political Science or Sociology may be admitted to CSPT. For full information about the program see <www.uvic.ca/socialsciences/politicalscience/graduate/cspt/index.php >.

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 Concentration in "Concentration in Cultural, Social and Political Thought (CSPT)", page 3.

Deadlines and Entry Points

To be given full consideration for admission and funding, all domestic applicants are asked to apply by January 15 for September admission. International applicants must apply by December 15. The admissions process closes on May 15. Both the MA and PhD programs have September entry points.

PROGRAM REQUIREMENTS

All programs must be approved by the graduate adviser to ensure balance and focus in each student's program.

Master's Program

The Political Science department offers only a thesis option MA program, which includes 6 units of course work and a thesis worth 9 units. The Master's program is designed to be completed in 12 months. Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Course Requirements

All MA students are required to complete four 1.5 unit courses. At least two of these courses (3 units) must be taken from the following list of field seminars: POLI 507, 508, 509, 516, 540. Students may take one course (1.5 units) that is either a senior undergraduate course (300 or 400 level), a directed readings course (POLI 590) or a graduate course offered by another department. Students may take the remaining course (1.5 units) from other graduate courses offered in the department.

Master's Thesis

All MA students are required to write a Master's thesis (POLI 599) worth 9 units which is no longer than 100 pages and which they defend through an oral examination conducted by their supervisory committee and an examiner chosen from outside the Political Science department. Full-time students are required to have a thesis proposal approved by their supervisory committee by May 15 of the academic year in which they entered the program.

Summary of Requirements

Field Seminars (POLI 507, 508, 509, 516, 540) 3.0
Elective courses 3.0

Summary of Requirements

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.

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), one in each of the areas in which they will be taking a candidacy examination. Students electing to take the candidacy examination in Comparative Policy and Governance (jointly administered with the School of Public Administration) must take Poli 607, Poli 610 and one other field seminar. 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) from outside the Political Science department. Students must pass all course work with at least a B+ average before proceeding to the field examinations.

Professional Development Seminar

POLI 600 is a compulsory seminar worth 1.5 units for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

Candidacy Examinations

Field seminars will help prepare students for candidacy written and oral examinations. Readings for the candidacy exams will be broader than the course work and will be determined according to reading lists drawn up by the faculty in the field being examined and in consultation with the student. Students must successfully complete candidacy examinations in two of the following fields: Canadian Politics, Comparative Politics,

International Relations, Political Theory. Students may substitute one of these examinations for an interdisciplinary examination in Comparative Public Policy and Governance or Cultural, Social and Political Thought.

Dissertation

Within three to six months after passing the candidacy examinations, students are required to write and orally defend a dissertation proposal before their supervisory committee. The proposal and oral defense must be considered satisfactory before the student may proceed to the dissertation. All students are required to submit and orally defend a dissertation worth 30 units of credit.

Summary of Requirements

3.0 units of field seminars (POLI 607,
608, 609, 616, 640; CSPT 601) 3.0

Elective courses 4.5

Professional Development
Seminar (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

Summary of Requirements

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 Political Science Co-op office before the second week of their first term. Students are also referred to "General Regulations: Graduate Co-op", page 56.

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 Lifespan Development), Cognition and Brain Science, Experimental Neuropsychology, Lifespan Development, and Social Psychology. In addition, individual areas of study leading to the MSc or PhD degree may be designed according to the interests of individual students and faculty members. The clinical psychology training program is fully accredited by the Canadian Psychological Association. (Prior to Dec. 31, 2014, the program had also been accredited by APA, which no longer accredits Canadian programs).

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 co-operatively 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

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    Phone:... 250-721-7524
Acting Graduate Adviser: Dr. Daniel Bub
    Email: psycgadv@uvic.ca
    Phone:………………………….250-721-7527
Graduate Secretary: Karen Kienapple
    Email: psychgrd@uvic.ca
    Phone:... 250-721-6109

Faculty Members and Areas of Research

C. A. Elizabeth Brimacombe, PhD (Iowa State)

    Eyewitness testimony, social psychology, social cognition

Daniel N. Bub, PhD (Rochester)

    Normal object identification, category-specific agnosia, semantic memory, face recognition

Catherine L. Costigan, PhD (Michigan)

    Clinical psychology, children and adolescents, families, immigration, culture/ethnicity, children with disabilities

Marion F. Ehrenberg, PhD (Simon Fraser)

    Clinical psychology, parenting and adjustment in divorcing families, professional issues in child custody and access

Mauricio A. Garcia-Barrera, PhD (U of Georgia)

    Executive functions, prefrontal cortex development, neuropsychological assessment, ADHD

Jody Gawryluk, PhD (Dalhousie)

Clinical neuropsychology, neuroimaging, functional magnetic resonance imaging, changes in brain structure/function in disorder and recovery

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 (U 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

Adam Krawitz, PhD (Michigan, Ann Arbor)

Cognitive neuroscience, working memory, executive control, decision-making, functional magnetic resonance imaging, computational modelling

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 (UVic)

Cognitive aging, life-span development, predictors of cognitive decline, analysis of change

Michael E. J. Masson, PhD (Colorado)

Cognitive psychology, memory, language comprehension, object identification, skill acquisition and computational models

Catherine A. Mateer, PhD (Western Ontario)

Clinical neuropsychology, cognitive rehabilitation, memory, attention and executive function, brain injury

Sarah Macoun, PhD (UVic)

Clinical neuropsychology, attention and executive function; intervention and rehabilitation of cognitive processes

Ulrich Mueller, PhD (Temple)

Development of executive function, social-communicative development, role of language in social-cognitive development, history of developmental psychology

Andrea M. Piccinin, PhD (USC)

Statistical methods for longitudinal data, cognitive development, aging

Marsha G. Runtz, PhD (Manitoba)

Clinical psychology, child maltreatment, family violence, women's health

John Sakaluk,, PhD (University of Kansas)

Social Psychology, close relationships and sexuality, methodology and advanced statistics

Colette Smart, PhD (Loyola, Chicago)

Clinical neuropsychology, cognitive rehabilitation, mindfulness, attention and emotion regulation, older adults, acquired brain injury

Danu A. Stinson, 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 (UVic)

Clinical neuropsychology, clinical aging, cognitive decline, competence, mental health

Brianna Turner, PhD (Simon Fraser)

Clinical psychology, self-injury, suicide, self-destructive behaviours, dialectical behaviour therapy

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

GRADUATE PROGRAMS

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 are 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 other sources such as NSERC, SSHRC, or CIHR, Alzheimer's Society of Canada.

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 Appendix B in the Graduate Program Regulations document at: http://www.uvic.ca/socialsciences/psychology/assets/docs/current/gradRegs.pdf. Specific programs (e.g., Cognition and Brain Science) have financial "packages" for graduate students. For the most up-to-date information, please see our website. All eligible graduate students are expected to apply for funding from provincial, federal and other external sources during their tenure in the graduate program.

ADMISSION REQUIREMENTS

General

An undergraduate degree in psychology or its equivalent with at least a B+ (6.0 GPA) average in the last two years leading to the degree is recommended. Applicants should have taken at least one course in applied statistics and courses in major areas of psychology such as learning/cognition, physiological/neuropsychology, and social/personality/abnormal psychology. Students whose first language is not English must take the Test of English as a Foreign Language and receive a score of at least 600 on the paper-based test.

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 lifespan 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 December 1st. Students should keep in mind that substantial lead time is required to register for and take the GRE (and, if required, the TOEFL) in time for results to be received within the deadline. For students applying to the Clinical Psychology program, all documents, including GRE scores, MUST be received by the deadline. For students not applying to the Clinical Psychology program, application documents (e.g., GRE scores) received after the application deadline MAY be considered, but this is not guaranteed.

The Department of Psychology makes every effort to communicate offers of admission by April 1st.

PROGRAM REQUIREMENTS

All degrees require that students satisfy the Psychology department's breadth requirement, called Undergraduate Competence Requirement (UCR). Students will be asked to demonstrate competence in the areas listed above (under "Admission Requirements" -"General") by the end of the first year of graduate studies. Competence may be demonstrated in various ways such as by passing or successfully challenging undergraduate courses or by passing graduate courses.

Master of Science in Clinical Psychology

Course Requirements

PSYC 502: Research Apprenticeship (3.0 units)

Methods and Statistics Requirements (3.0 units):

Lifespan Development Emphasis:

Two of: PSYC 518, 532, 533, 560

Neuropsychology Emphasis - Either:

Two of PSYC 518, 532, 533; or

One of PSYC 518, 532, 533; and one of: PSYC 504 (topic must be statistics/methods related), 541, 574A, or 574B

Clinical Courses

PSYC 581, 582, 583, 584, 585, 589; 597 (in each of first two winter sessions in residence)

Required Courses for the Neuropsychology Emphasis

PSYC 506B, 540, 543, 545

Required Courses for the Lifespan Development Emphasis

PSYC 561

Thesis

A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee. The supervisory committee must approve this proposal before the student can begin the proposed thesis study.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Student should expect to complete all degree requirements in two, but not more than three, years of full-time study.

Manual for the Graduate Program in Clinical Psychology

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Master of Science in Psychology

Course Requirements

PSYC 502: Research Apprenticeship (minimum 1.5 units)

Graduate-level statistics (3.0 units chosen from listing in departmental Graduate Program Regulations)

Required Courses for the Cognition and Brain Science Track

Two of* PSYC 576A, B, C, D or E

Minimum of 1.5 units of PSYC 504

PSYC 577 each winter session in residence

Required Courses for the Experimental Neuropsychology Track

PSYC 540*, PSYC 550*

Minimum of 1.5 units of electives (e.g., PSYC 551, 575, 576A, B, C, or D)

Required Courses for the Lifespan Development Track

PSYC 560*, PSYC 561*

One of PSYC 562, PSYC 563, PSYC 568

* If offered during the first or second year of student's master's training.

Required Courses for the Social Psychology Track

PSYC 520* (1.5 units); PSYC 527* (1.5 units); 1.5 units of electives (e.g., PSYC 507, 518, 521, 522, 523, 526, 531)

* If offered during the first or second year of student's master's training.

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 (3.0 units):

Lifespan Development Emphasis

Two of* PSYC 518, 532, 533, 560

Neuropsychology Emphasis - Either:

Two of* PSYC 518, 532, 533; or

One of* PSYC 518, 532, 533 and one of* PSYC 504 (topic must be statistics/methods related), 541, 574A, or 574B

* must be different from those taken to fulfill the MSc Methods and Statistics requirements.

GRADUATE PROGRAMS

Clinical Courses

All clinical students:

PSYC 506A (Therapy), PSYC 586A

PSYC 597 (in each of first two winter sessions in residence)

One of PSYC 588, 593, 594, 595, 596

Clinical Practica & Internship

PSYC 503, 505, 603, 606

Required Courses for the Neuropsychology Emphasis

PSYC 506A (Advanced Assessment), 546A, 546B

One of PSYC 547, 549

Required Courses for the Lifespan Development Emphasis

PSYC 540*, 586B

Two of PSYC 562, 563, 565, 566, 567, 568

One more of PSYC 588, 593, 594, 595 (must be PSYC 588, 593 or 594 'Couples Therapy' if one of these not already taken)

*if not already taken for the MSc

Candidacy Examinations

Clinical Candidacy Exams and, depending on emphasis, either a Neuropsychology Specialty and/or Lifespan Development Specialty 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

Graduate-level statistics or methods (3.0 units chosen from listing in departmental Graduate Program Regulations): must be different from those taken to fulfill the MSc Methods and Statistics requirements.

Required Courses for the Cognition and Brain Science Track

At least one of PSYC 576A, B, C, D or E*

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.

*two courses required if only one taken for MSc

Required Courses for the Experimental Neuropsychology Track

PSYC 543*

At least one of* PSYC 518, 541, 574A, 574B, 574C, STAT 563

Electives approved by the student's supervisory committee (may include PSYC 602).

*if offered in first two years of program and not already taken for MSc

Required Courses for the Lifespan Development Track

PSYC 564 (1.5 units); two of PSYC 562 (1.5 units), PYSC 563 (1.5 units), PSYC 568 (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 Examinations

Major and Minor Exams

Students have 36 months from the time of first registration in the doctoral program to complete the exams. Students registered in PSYC 699 must also be registered in 693 concurrently until 693 is complete.

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.

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 Psychology Co-op office before the second week of their first term. Students are also referred to "General Regulations: Graduate Co-op", page 56.

Public Administration

GENERAL INFORMATION

Since 1974, the School of Public Administration has been offering innovative and diverse programs for current and prospective practitioners in the public and non-profit sectors. We aspire to be a leading community of students, practitioners, alumni, faculty and staff developing knowledge through teaching, research and professional development.

Contact Information

School of Public Administration

Location: Human and Social Development Building, Room A302

Mailing Address:

> PO Box 1700, STN CSC
>
> Victoria, BCV8W 2Y2
>
> Canada

Courier Address:

> 3rd floor, HSD Building
>
> 3800 Finnerty Road
>
> Victoria, BCV8P 5C2

Canada Telephone Number:............................250-721-8055

Fax Number:..250-721-8849

Email: padm@uvic.ca

Website: <publicadmin.uvic.ca>

Interim Director: Lindsay Tedds

> Email: padirect@uvic.ca
>
> Phone:..250-721-8084

Graduate Adviser: Lynne Siemens

> Email: siemensl@uvic.ca
>
> Phone:..250-721-8069

Graduate Administrative Assistant: Judy Selina

> Email: padm@uvic.ca
>
> Phone:..250-721-6448

Faculty Members and Areas of Research

Lindsay Tedds, PhD (McMaster), Interim Director of the School of Public Administration, Associate Professor

> Underground economy; tax non-compliance; economics of taxation; public economics; time use; timing of stock option awards; applied econometrics

Herman Bakvis, PhD (UBC), Professor

> Intergovernmental relations, government structure and organization, political parties and interest groups

Emmanuel Brunet-Jailly, PhD (U Western Ontario), Professor

> Local government and politics, cross-border regions, comparative urban politics.

J. Barton Cunningham, PhD (Southern California), Professor

> Quality of working life, organizational theory, decision making, stress and motivation, human research management.

Lynda Gagné, PhD (UBC), Assistant Professor

> Child care policy, children outcomes, social programs, applied econometrics and microeconomics

Budd Hall, PhD (UCLA), Professor

> International community development, community-university engagement, social movements

Evert A. Lindquist, PhD (California, Berkeley), Professor

> Machinery of government and policy-making, policy communities and networks, the role of think tanks

James N. MacGregor, PhD (Victoria), Professor

> Organizational behaviour, human information processing

Richard T. Marcy, PhD (Oklahoma), Assistant Professor

> Public sector leadership, leadership development, adaptation and cognition in organizations, management of meaning in organizations

James C. McDavid, PhD (Indiana), Professor

> Program evaluation, performance management, local government service delivery

Tara L. Ney, PhD (Southampton), Associate Professor

> 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), Associate Professor

> Community development; entrepreneurship and small business; rural economic development; government and business relations; organizational behaviour; academic team development

Kimberly Speers, PhD (Alberta), Assistant Teaching Professor

> Policy analysis and public policy; government relations and management consulting; performance measurement and planning

Thea Vakil, PhD (Victoria), Associate Director of the School of Public Administration and Associate Professor

> Design and maintenance of organizations; structure and functioning of government and the non-profit sector; principles and values in public administration

Rebecca N. Warburton, PhD (London), Associate Professor

> Health economics, economic evaluation, evidence-based management

Emeritus, Visiting, and Adjunct Appointments

Robert L. Bish, PhD (IN), Professor Emeritus
James Cutt, MA (Edinburgh), MA, PhD (Uoff), Professor Emeritus

A. Rodney Dobell, BA, MA (UBC), PhD (MIT), Professor Emeritus
John J. Jackson, MSc (Ottawa), PhD (UofA), Professor Emeritus

John Langford, BA (Carleton), MA (Oxford), PhD (McGill), Professor Emeritus

Hartmut J. Will, Dipl-Kfm (FU, Berlin), PhD (Ill), Professor Emeritus

Oliver Brandes, LLB (UVic), Adjunct Professor

Leslie Brown, BSW (Regina), MPA, PhD (UVic), Adjunct Professor

John L. Fryer, BSc (London), MA (Pitt), Adjunct Professor

David Good, PhD (California, Berkeley), Adjunct Professor

Laurie Jackson, BSc, MEd (UofA), PhD (UVic), Adjunct Professor

Harvey Lazar, BSc (McGill), MA (UBC), PhD (LSE), Adjunct Professor

Michelle LeBaron, MA (SFU), LLB (UBC), Adjunct Professor

Catherine Morris, JD (UofA), LLM (UBC), Adjunct Professor

Victor Murray, BA (Manitoba), MA (Minn), PhD (Cornell), Adjunct Professor

Gordon Smith, PhD (MIT), Adjunct Professor

Ryan Compton, PhD (Washington U, St. Louis), Adjunct Associate Professor

Evelyn (Lyn) Davis, PhD (Florida State), Adjunct Associate Professor

Dale Wall, BA (SFU), MPA (UVic), Adjunct Associate Professor

Michelle Brady, BA (Honours) (Murdoch), PhD (UofA), Adjunct Assistant Professor

Tracy Byrne, PhD (Glasgow), Adjunct Assistant Professor

Peter R. Elson, PhD (UofT), Adjunct Assistant Professor

Allison M. Habkirk, BA (UVic), MA (UBC), MPA (UVic), Adjunct Assistant Professor

Yvonne Harrison, PhD (UVic), Adjunct Assistant Professor

Sabine Lehr, BA (Open University), MBA (London), PhD (UVic), Adjunct Assistant Professor

Gordon McIntosh, PhD (UVic) Adjunct Assistant Professor

Brant Popp, MPA (UVic), Adjunct Assistant Professor

Carol-Anne Rolf, MA (UofA), MPP (California, Berkeley), Adjunct Assistant Professor

Rajesh Tandon, Ph.D. (Western Reserve U.), Adjunct Assistant Professor

Sam Weller, CA, MBA, Adjunct Assistant Professor

Sarah Marie Wiebe, Ph.D. (UofO), Adjunct Assistant Professor

Veda Weselake, BA (UofM), MA (UofM), Adjunct Assistant Professor

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 full-time double degree JD+MPA program.

Master of Arts in Dispute Resolution

The School offers an on campus Master of Arts in Dispute Resolution (MADR) 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 recommends participation in Co-operative Education. For details, see "Dispute Resolution", page 1.

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 (MACD) 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 on-campus and online learning, allowing students from across Canada and internationally to participate. For details, see "Community Development" on page 1.

Graduate Professional Certificates and Graduate Diploma

The School offers specialized credential programs via distance methods intended to strengthen the skills of working professionals. The program requirements draw upon the Master of Public Administration curriculum.

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 specified 500-level ADMN 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 AHVS 488T and four specified 500-level ADMN online courses. Students may complete the program over two years.

Graduate Certificate in Evaluation and Graduate Diploma in Evaluation

The Graduate Certificate and Graduate Diploma in Evaluation are designed for early- or mid-career professionals working in the evaluation field as government or non-profit employees or consultants. The Graduate Certificate in Evaluation consists of four specified 500-level ADMN courses. Upon completion of the four courses required for the Certificate, students may apply to receive their Certificate, or they may apply for admission to the Diploma program, which requires completion of a capstone project (4.5 units). Both programs are delivered entirely online and are completed on a part-time basis.

PhD in 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. Students of the School of Public Administration share a number of designated study spaces and meeting rooms.

Financial Support

A number of awards, scholarships and bursaries are available to full-time graduate students from the School of Public Administration and UVic. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <www.uvic.ca/graduatestudies/finances> or through their office in the University Centre. Information on bursaries and scholarships is available at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <www.uvic.ca/safa>. In addition, the provincial and federal governments each offer student loans to full-time candidates who meet the requirements. Students are advised to apply for student loans only during their academic terms (i.e., not during Co-op work terms).

The School of Public Administration also actively supports students seeking Social Sciences and Humanities Research Council of Canada fellowships (SSHRC) and Canada Graduate Scholarships.

MPA

In addition to being eligible 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.

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.

PhD

In addition to being eligible 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.

Guidelines for Professional Conduct

The School of Public Administration expects graduate students to exhibit professional conduct according to the following guidelines:

* submission of oneself to the professional codes of conduct associated with one's employment and/or professional membership(s);

* exercise of personal discipline, accountability, and judgement;

* acceptance of personal responsibility for continued competency and learning, including the capacity to be a reflective practitioner;

* willingness to serve the public;

* demonstrated ability to recognize the dignity and worth of all persons;

* willingness to assist others in their learning;

* ability to recognize and work with one's own limitations;

* maintenance of the confidentiality of information, including all electronic communication, 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 measures of professional conduct.

Unprofessional Conduct

Graduate student conduct in the School of Public Administration is subject to the professional standards of entities including, but not limited to, UVic Co-op and Co-op employers. A student exhibiting behaviour that does not meet the standards required by these relevant entities may be required to withdraw from the School.

ADMISSION REQUIREMENTS

General

Applications for admission are first received by the Graduate Admissions and Records Office which evaluates each applicant's transcripts to determine admissibility to the program. After this determination, the application is forwarded to the School of Public Administration for consideration by the school's Admissions Committee. The Admissions Committee is comprised of faculty members.

Admission to Master of Public Administration Programs

To be eligible for admission, applicants 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 must have a minimum of three years of full-time public sector or non-profit work experience. Those applicants to the online program whose degree was awarded four or more years prior and whose grade point average is below B+ may be considered.

- Follow the instructions provided through the page <www.uvic.ca/grad/apply>.

- Provide Assessment Reports:

  MPA On Campus Applicants: 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 supervisors 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.

  MPA Online Applicants: Provide two Assessment Reports from academic referees, and at least one work-related Assessment Report from a supervisor. 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 supervisors 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 official copies of relevant transcripts.

- Submit a professional resumé.

- 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 must assemble all of the required application elements, as well as other relevant evidence of suitability for admission (e.g., academic records from non-degree courses), and submit them to the Graduate Admissions Office as a complete package. Clearly indicate whether application is being made for the On Campus or the Online program.

The School's Admissions Committee assesses an applicant's ability to successfully complete the MPA program. Admission decisions are based on an evaluation of the Letter of Intent, the Academic Assessment forms 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.

Deadlines

- December 15 for international applicants.

- January 15 for domestic applicants. Applicants to the MPA On Campus Program who have a first class (A minus) average over the last two years of their undergraduate and/or graduate course work are automatically considered for graduate entrance awards. It is to the applicants' benefit to do their best to ensure that their file is complete as soon as possible for the Admissions Committee's consideration.

Admission to PhD Program

To be eligible for admission, applicants 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, applicants must:

- Follow the instructions provided through the page <www.uvic.ca/grad/apply>.

- 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 official copies of relevant transcripts.

Applicants must assemble all of the required application elements, as well as other relevant evidence of suitability for admission (e.g., academic records from non-degree courses), and

submit them to the Graduate Admissions Office as a complete package.

In addition to the documentation required by the Faculty of Graduate Studies, the School of Public Administration requires that applicants submit a professional resumé, as well as a letter of intent which provides 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 illustrating the problem to be studied, possible literature and the general approach;

• the names of faculty identified as possible research supervisors; and

• a list of applications submitted for external funding.

The Admissions Committee assesses an applicant's ability to successfully complete the PhD program. Admission decisions are based on an evaluation of the applicant's academic record, the Academic Assessment forms (included within the application package), applicable test scores, the overview, and the availability of appropriate faculty expertise to match the applicant's chosen research area.

All short-listed candidates will be interviewed (by teleconference or in person) by a faculty admissions committee.

Deadlines

• December 15 for International Students.

• February 15 for applicants who wish to be considered for University 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.

Admissions to the PhD program will be undertaken on a biennial basis. For the next term of entry, please consult the School's website at <publicadmin.uvic.ca/phd>.

Admission to Graduate Professional Certificates

To be eligible for admission, applicants must have:

1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution. (Note that 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 official transcripts, a professional resumé 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 for Cultural or Library Sector Leadership programs

Please view the information at <publicadmin.uvic.ca/gradcerts> for current information on application deadlines.

Admission to Graduate Certificate in Evaluation — Additional Requirements

To be eligible for admission to the Graduate Certificate in Evaluation, applicants must have:

• An undergraduate degree (or equivalent from another country) from an accredited and recognized institution.

• A grade point average of B (5.0) in the last two years (30 units) leading to the undergraduate degree.

• The equivalents of Research Design: Critical Appraisal of Information (ADMN 502A); Data Analysis & Interpretation (ADMN 502B); and Public Sector Economics (ADMN 310 or ADMN 509).

Application Deadline for the Evaluation program

March 1

International Applications

The Graduate Admissions and Records office provides a step-by-step application guide, including application forms for international students, available at: <uvic.ca/garo>.

Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT. International applicants whose first language is not English are required to provide test results for one of the following:

• The Test of English as a Foreign Language (TOEFL) with a minimum score of 610 on the paper-based test and 102 on the Internet-based test, or

• The International English Language Testing System (IELTS) with an overall score of at least Band 7.0 with no score of less than 6.5 on each academic component.

PROGRAM REQUIREMENTS

Master's Programs

Students are admitted into either the MPA On Campus or the MPA Online program.

Master of Public Administration On Campus

• Core Courses

  -ADMN 502B, 504, 509 or other specified course*, 512; PADR 501, 502, 503, 504, 505, 589

• Elective Courses: two from

  -ADMN 523, 530, 531, 537, 544, 547, 548, 553, 577, 578, 579, 580, 581, 582

-Courses from other School of Public Administration offerings:
- MADR (DR) or MACD (CD) courses: with permission of the instructor and Graduate Adviser
- 400-level undergraduate courses (ADMN) offered by the School of Public Administration or other academic programs: with permission of the instructor and Graduate Adviser.

- Final Requirement
  -ADMN 598 or 599

based on a review of students' prior academic history, the student may be streamed into an alternate course

Students may not transfer between the On Campus and Online MPA programs, or take core courses from the other program that are not specifically open to students from both programs, without the permission of the Graduate Adviser.

Students have the opportunity to focus their studies on specific areas of public policy and administration through their selection of electives, their Co-op work term placements and the topic of their final report or thesis.

At the end of their program, all MPA students choose between completing a Master's Project (ADMN 598) or a Thesis (ADMN 599).

Because ADMN 599 is 6.0 units while ADMN 598 is 4.5 units, thesis students' programs will total 22.5 units, while project students' programs will total 21.0 units. More detailed information on the thesis option requirements is included on the School of Public Administration website.

Program Length

The full-time MPA On Campus program can be completed in two years, including two co-operative work terms.

MPA On Campus Program Schedule

The MPA On Campus program consists of a minimum of five compulsory terms: two full-time, residential academic terms, two co-operative work terms, and two further academic terms spent completing the Master's Project or Thesis (which may be taken concurrently with the second work term). The terms spent completing the Project or Thesis may be completed on campus, online or through a combination of the two. Students must complete all program requirements, including a third Co-op term (if taken), by the same semester in which they defend their Project or Thesis.

Term 1 (Fall Term, Sep–Dec)

PADR 501 (1.5) Collaboration and Engagement
PADR 502 (1.5) Analysis for the Public and Non-Profit Sectors
ADMN 504 (1.5) Government and Governance
ADMN 509 (1.5) Microeconomics for Policy Analysis

Term 1 (Fall Term, Sep–Dec)

PADR 589 (0.0) Co-op Seminar: Introduction to Professional Practice

Note: Some term 1 courses may include pre-course assignments.

Co-op Work Term 1 (Spring Term, Jan–Apr)

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

Term 2 (Summer Term, May–Aug)

PADR 503 (1.5) Professional Integrity in the Public and Non-Profit Sectors
PADR 504 (1.5) Public Leadership and Management
PADR 505 (1.5) Policy Making and Policy Communities
ADMN 502B (1.5) Data Analysis and Interpretation
ADMN 512 (1.5) Public Financial Management and Accountability

Co-op Work Term 2 (Fall Term, Sep–Dec)

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

Term 3 (Spring Term, Jan–Apr)

Students register in either:
ADMN 598 (4.5) Master's Project
or
ADMN 599 (6.0) Master's Thesis
Students selecting either option will be expected to attend the preparation seminar and/or review online 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)

Term 4 (Summer Term, May–Aug)

Students register in either:
ADMN 598 (4.5) Master's Project
or
ADMN 599 (6.0) Master's Thesis

Optional Co-op Work Term 3

To be completed by the same term in which the Project or Thesis is defended. Please see "Co-operative Education", page 267.

MPA Online Program Schedule

Courses in the MPA Online program are offered year-round. Students must follow the program as listed here. Students taking only one course per term should consult the School staff and/ or the website for the recommended sequencing. MPA Online students may only take more than two courses per term with the permission of the Graduate Adviser.

Program Term 1 (Sep–Dec)

ADMN 504 (1.5) Government and Governance

Program Term 1 (Sep–Dec)

ADMN 507 (1.5)   Leadership and Ethics in the Public Sector

Note: Term 1 courses may include a pre-course assignment.)

Program Term 2 (Jan–Apr)

ADMN 502A (1.5) Surveying, Appraising and Commissioning
                                Information

Approved elective (1.5)

Program Term 3 (May–Aug)

ADMN 509 (1.5)   Microeconomics for Policy Analysis
ADMN 550 (1.5)   Strategic Communication and Engagement

Program Term 4 (Sep–Dec)

ADMN 512 (1.5)   Public Financial Management and
                                Accountability
ADMN 531 (1.5)   Performance and Strategic Human Resource
                                Management

Program Term 5 (Jan–Apr)

ADMN 556 (1.5)   Managing Public Policy
(1.5)   Approved elective

Program Terms 6 and 7 (May–Aug and Sep-Dec)

Students register in either:
ADMN 598 (4.5)   Master's Project
or
ADMN 599 (6.0)   Master's Thesis

Students selecting either option will be expected to review the online ADMN 598/599 resources during this term. For MPA online students, completing a project will result in a program consisting of 19.5 units, while completing a thesis will result in a program of 21.0 units.

Capstone Project or Thesis

Students will complete a Master's Project (ADMN 598) or a Master's Thesis (ADMN 599) to complete their MPA requirements.

MPA – Master's Project

ADMN 598: Master's Project (4.5 units)

The Master's Project 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 with a partner. Team-based Master's projects must be designed and written so that each team member's contributions are clearly indicated. The Master's Project 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 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 Master's Project option is included in the school's website.

Final Examination

The Master's Project 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.

MPA – Master's Thesis

ADMN 599: Master's Thesis (6.0 units)

The Master's Thesis 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.

Final Examination

The Master's Thesis is defended in an oral examination, and the minimum Committee consists 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: <www.uvic.ca/graduatestudies/resourcesfor/students/thesis.html>.

JD+MPA Double Degree Program

In partnership with the Faculty of Law, the School of Public Administration offers the JD+MPA program, for students wishing to pursue double degrees. Students who apply and are accepted into both the Faculty of Law JD 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 degree may be completed in four years. The first year of the double degree 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. In consultation with the Graduate Adviser, these courses can be completed in combination with law courses, if the student wishes. The remaining two years entail the completion of all other law and public administration course requirements. Students may reduce the time in the program by enrolling in some MPA courses during the third Summer Term. Alternatively, students may participate in the Co-operative Education program. For information about the Faculty of Graduate Studies' rules governing the JD+MPA double degree program, see "Registration in Double Degree Programs", page 43. Further information on the program may also be obtained from either the School of Public Administration or the Faculty of Law.

GRADUATE PROGRAMS

Students enrolled in the JD+MPA double degree program must submit two formal applications for graduation when registering in their final Summer or Winter session. Graduation application forms are available from Undergraduate Records and Graduation Services for the JD degree and from Graduate Records for the MPA degree. Application deadlines are July 1 for the November convocation and December 1 for the June convocation. Both degrees must be conferred at the same Senate meeting, and be awarded at the same convocation.

Students enrolled in the JD + MPA double degree program prior to starting first year law school will not be eligible to enrol in the Law Co-op Program. Students that are admitted to the Law Co-op Program during first year law and subsequently enrol in the JD + MPA double degree program shall withdraw from the Law Co-op Program. Students enrolled in the JD + MPA double degree program will be required to complete any mandatory work terms as specified by the School of Public Administration.

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 607 (1.5) Organizational Behaviour and Analysis
ADMN 620 (1.5) Policy and Institutional Design and Analysis
ADMN 621 (1.5) Policy and Program Evaluation and Performance
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)

• 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 will be required to register in this non-credit seminar course for the duration of their PhD program.

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 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

ADMN693 (3.0) Candidacy Examination

During the second year of the program of study, students will complete candidacy 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 candidacy examinations, students will develop a dissertation proposal and defend the proposal in an oral presentation to their supervisory committee. Once the committee is satisfied that the dissertation proposal meets the standards of the program, students will begin their dissertation research.

Oral Examination

Students will defend the completed dissertation in an oral examination in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

The entry date for the PhD program is September. The program operates year-round. Courses, faculty members and facilities are available during Fall, Spring and Summer sessions. PhD candidates are expected to complete the program in five years.

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 for the Cultural and Library Sector Leadership programs, the orientation courses ADMN 517A and 517B and AHVS 488T (Cultural Sector students only) include required attendance at on-campus intensive sessions.

Graduate Professional Certificate in Library Sector Leadership

ADMN 507A (1.5) Public Sector Leadership: Teams, Self and Organization

ADMN 517A (0.5) Graduate Professional Certificate Orientation

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 507B (1.5) Public Sector Leadership: Teams, Self and Organization

ADMN 517B (0.5) Graduate Professional Certificate Orientation

ADMN 530B (1.5) Increasing Organizational Effectiveness

ADMN 531B (1.5) Strategic Human Resource Management

ADMN 577B (1.5) Strategic Planning and Implementation

AHVS 488T (1.5) Leadership in Cultural Organizations

Graduate Certificate in Evaluation and Graduate Diploma in Evaluation

The part-time online Graduate Certificate in Evaluation consists of four specified ADMN 500-level courses. Upon successful completion of the four courses, students can opt to apply for and receive their Graduate Certificate, or they may apply for admission to the Graduate Diploma in Evaluation.

The Diploma requires completion of a final project, ADMN 596 (4.5 units). Students who undertake the project, which will be supervised by a faculty member, will have an evaluation client, an agreed-upon project design, and a timeline to complete the project. A written project report will be prepared and submitted to an examination committee. Completed reports will be assessed by a committee consisting of academic instructors and practitioners, including the client for the project.

Required Courses

Fall

ADMN 537 (1.5) Program Evaluation and Performance Measurement

Spring

ADMN 580 (1.5) Qualitative Evaluation Methods and Applications

Summer

ADMN 581 (1.5) Quantitative Methods for Public Policy Analysis and Program Evaluation

or

ADMN 582 (1.5) Topics in Program Evaluation, Performance Measurement, Performance Management and Knowledge Management

Fall

ADMN 544 (1.5) Economic Evaluation Methods and Applications

For students who opt to enrol in the Diploma in Evaluation, they will then complete:

Spring

ADMN 596 (4.5) Evaluation Project (course may take 2 terms to complete, but normally should not exceed 3 terms.)

CO-OPERATIVE EDUCATION

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 a minimum of 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. Completion of additional work terms is permitted, with the approval of the Co-op Coordinator and based on availability. Students in their first or second co-op terms may receive priority. Additional work terms must be completed in or before the same semester in which the project/thesis is defended.

MPA On Campus students are required to register in PADR 589 Co-op Seminar: Introduction to Professional Practice, in their first term in the program. Students are also referred to "General Regulations: Graduate Co-op", page 56.

Participation in the Co-operative Education program is optional for full-time PhD students. PhD students complete three terms; a fourth work term is an option. Students require permission from their academic adviser, graduate adviser and Co-op coordinator to participate in the Co-op program. Interested students should contact the Co-op Office (located in HSD A302) early in the term in which they are applying.

Public Health and Social Policy

GENERAL INFORMATION

The School of Public Health and Social Policy is designed to encompass interdisciplinary and inter-professional fields of study. Within this context, health is understood as a resource for everyday living emphasizing social and personal resources as well as physical capacities. The School of Public Health and Social Policy at the University of Victoria recognizes and values:

- Collaborative action across all sectors (government organizations, non-government organizations, non-profit organizations, community coalitions, and interest groups)

- Inter-professional and multi-disciplinary approaches to practice and research

- Critical analysis drawing on principles of social justice and equity

- Political awareness and political engagement as a basis for social change

- Community-based approaches to research and knowledge development

- Partnerships with people and populations served

- Diversity and cultural safety

- Indigenous knowledge and the right to self-determination

Contact Information

School of Public Health and Social Policy

Location: Human and Social Development Building, Room B202

Mailing Address:

School of Public Health and Social Policy

University of Victoria

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2

Canada

Courier Address:

Room B202, HSD Building

University of Victoria

3800 Finnerty Road

Victoria BC V8P 5C2

Canada

Telephone Number:...250-721-8204

Fax Number:..250-472-4109

Website: <www.uvic.ca/publichealth>

For information about the programs contact Joan Gillie, Program Manager.

Email: jgillie@uvic.ca; jphsp@uvic.ca

Phone:..250-853-3845

Faculty Members and Areas of Research

Lyn Davis PhD (Florida)

Scholarship of teaching and learning; social justice; social policy; housing; community organizing and development; lesbian health; feminism; research methodologies; program evaluation.

Trevor Hancock MB BS (London)

Public health systems and services research; health promotion; healthy cities and communities; health and nature; healthy public policy; community development and health

Michael Hayes PhD (McMaster)

Health inequities; disability; public policy; obesity; health literacy; population health promotion

Nathan Lachowsky PhD (Guelph)

Sexual health; global health; lesbian, gay, bisexual, transgender, queer, and two-spirit (LGBTQ2S) people; HIV prevention and care; health equity; interdisciplinary approaches; indigenous health; mixed methods; community-based research; public health surveillance; infectious diseases; population health

Charlotte Loppie PhD (Dalhousie)

Sexual and reproductive health across the lifespan; sexual diversity; sex trade work; HIV/AIDS; the construction of female sexuality and the cultural determinants of health

Nigel Livingston PhD (British Columbia)

Disability, assistive technology, policy and practices with respect to individuals with disabilities and their families; disability supports and services

Laurene Sheilds, PhD (Oreg)

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

Karen Urbanoski, PhD (Toronto)

Development; substance use problems and addiction; role played by the treatment system in recovery

Ziba Vaghri, PhD (British Columbia)

Child development and child health, child rights, social determinants of health, indicators as accountability tools, international development, nutrition

Catherine Worthington PhD (Toronto)

Health services research; program evaluation; access to health care; recipient views of services; social-structural drivers of health; HIV/AIDS; homelessness; adolescent health; community-based participatory research; survey methods; qualitative methods; research ethics

Emeritus

Jeff Reading PhD (Toronto)

Aboriginal health; health promotion; health policy; cardiovascular physiology; research administration; population and public health; health services; chronic disease; surveys; global Indigenous health

GRADUATE PROGRAMS

Adjunct and Grant Tenure Appointments

Carol Aramatunga, BA, MSc, PhD (Toronto), Adjunct Professor (2012-2015)

Lillian Bayne, BA, MA, MSc (Toronto), Adjunct Professor (2012-2015)

Brenda Canitz, BScN, BA, MSc (Toronto), Adjunct Professor (2012-2015)

Perry Kendall, MBBS, FRCP, MSc (UBC), Adjunct Professor (2012-2015)

Patrick McGowan, BA, MSW, PhD (UBC), Professor, Grant Tenure (Limited Term 2012-2015)

Debra Nanan, BSc, MPH (Johns Hopkins), Adjunct Assistant Professor (2013-2016)

Victor Neufeld, BA, MA, MD (Saskatchewan), Adjunct Professor (2013-2016)

Melanie Rusch, BSc, MSc, PhD (UBC), Adjunct Associate Professor (2013-2016)

Irving Rootman, MPhil, PhD (Yale), Adjunct Professor (2012-2015)

Richard Stanwick, BSc, MD, MSc (McGill), Adjunct Associate Professor (2014-2017)

Martin Wale, BMedSci, BM BS, MBA (Nottingham), Adjunct Associate Professor (2014-2017)

Franklin White, MD, CM, MSc, FRCPC, FFPH (London), Adjunct Professor (2012-2015)

Public Health Advisory Board

Irving Rootman, PhD (Chair)

Perry Kendall, OBC, MBBS, MHSc, FRCPC

Marjorie MacDonald, PhD

Cheryl Martin, BScN, MSc

Darlene Martin, RN, BSN

Catherine Mateer, PhD

Jeff Reading, PhD

Mary Ellen Strada, RN, MN

Shannon Turner, BA, BSc, MSc

Franklin White, MD, CM, MSc, FRCPC, FFPH

Eric Young, MD, BSc, MHSc, CCFP, FRCPC

Degrees and Specializations Offered

The School offers a Master's of Public Health (MPH) degree for both full-time and part-time students and a Graduate Diploma in Public Health (GD) for part-time students. Both programs are offered via online/distance learning methods.

Students in either program have the opportunity to focus their studies by selecting one of four areas of focus during their program: Indigenous Peoples' Health, Public Health Informatics, Public Health Nursing, Social Policy.

Facilities

The administrative office of the School of Public Health and Social Policy is located in Room B202, Human and Social Development Building. Master's in Public Health and Graduate Diploma students have a designated computer lab in Room B241, HSD Building.

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 does not guarantee that students will be successful in the competition.

A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund/funding.html> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through its website at <uvic.ca/safa>.

Limitation of Enrolment

Admission to UVic is not a guarantee of admission to particular Schools or programs within the Faculty. Applicants should be aware that admission to Schools and programs is competitive and subject to limited enrolment. Meeting minimum requirements is not a guarantee of admission. The Faculty of Human and Social Development recognizes that many factors contribute to a person's chances of success in professional programs and therefore in addition to academic requirements (GPA), professional suitability for the selected program will be considered.

Professional Conduct

All students in the School of Public Health and Social Policy must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct. The faculty 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 (including all electronic communication) 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

Students in the Faculty of Human and Social Development are subject to the provisions of the code of ethics of their respective professions, and may be required to withdraw from their School for violating these provisions. Students may also be required to withdraw from their School, when ethical, medical or other reasons interfere with satisfactory practice in their respective disciplines.

UVic Email Address

All program information will be provided by email. All PHSP students are required to use their UVic email address as their primary email contact in the student records system while enrolled in programs. This is to ensure continuity and consistency of information received. PHSP is not responsible for providing missed information if students do not use the UVic email address.

General Practicum Guidelines

Criminal Record Reviews

A requirement for admission, PHSP students placed in practica must undergo a criminal record review. Students are responsible for providing authorization for the review prior to registration in their first course in the program and cooperating with the conduct of the review as needed. Usually, students must pay for the review, although some agencies will absorb the costs. Registered Nurses in BC have a Criminal Record Review completed with their CRNBC registration.

Practica Placements

The Faculty reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement.

While the Faculty accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student.

It is the responsibility of the course instructor to inform students of the criteria by which unprofessional conduct will be judged in the practicum setting.

Practica Dates

The dates of practica will be established by each School or program, and will be announced to the students involved at the beginning of each term.

Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum setting.

Denial and Withdrawal

Denial

Students will be denied the practicum experience if their preparatory work is considered unsatisfactory by the Director of the School in the Faculty of Human and Social Development.

Temporary Withdrawal of Students Pending Report

The Director may require a student to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

- clients or pupils, or

- personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

Withdrawal

After giving the student an opportunity to be heard, the Director may require a student to withdraw from the practicum if the Director is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum, whether permanent or temporary, must receive permission to do so from their faculty supervisor in Human and Social Development.

Termination of Practicum by Placement Agency

In situations where a practicum is terminated by the agency, the student will be informed in writing of the reasons for termination, by the School within 15 business days of the termination. After giving the student an opportunity to be heard, the Director or designate will determine appropriate action: 1) withdrawal from the School; 2) additional preparatory work; 3) placement in a different practicum setting.

Practicum Evaluation Documentation

If a student withdraws from practicum or is required to withdraw from practicum by their instructor of record, all practicum evaluation materials to date of withdrawal will remain on their student file and may be taken into account in determining

whether their preparatory work is satisfactory to enter a subsequent practicum.

Notification of the Faculty of Graduate Studies

Students who withdraw temporarily from a practicum must notify the Faculty of Graduate Studies in writing. Students who are required to withdraw from a practicum will be withdrawn from any course involved by written notification from the Director to the Faculty of Graduate Studies.

Readmission

Students who have withdrawn from a practicum for whatever reason who later wish to reenter the practicum must apply for readmission to the course and should not assume that readmission is guaranteed.

Appeals

The normal avenues of final appeal are available to students who have been required to withdraw from a practicum. Students in the Faculty of Human and Social Development may follow regular appeal procedures within the faculty.

Additional Practice Requirements for Registered Nurses Registered in the Public Health Nursing Area of Focus

Active Practicing Registration and Malpractice Insurance

Registered Nurses enrolled in the Public Health Nursing area of focus must have active practicing registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practicing registration to the School of Public Health and Social Policy annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

Current Basic Life Support Certificate

All Registered Nurses enrolled in the Public Health Nursing area of focus 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 Public Health and Social Policy to remain registered in the program.

ADMISSION REQUIREMENTS

General

Initial enquiries regarding graduate programs should be addressed to the Program Manager, School of Public Health and Social Policy. Application materials may be obtained from the Graduate Admissions and Records Office website <www.uvic.ca/garo> or the School of Public Health and Social Policy website: <www.uvic.ca/publichealth>.

Applications for admission are first received by the Graduate Admissions and Records Office. This office evaluates each applicant's transcripts to determine admissibility to the program. After this determination, the application is forwarded to the School of Public Health and Social Policy for consideration by the department's Admissions Committee.

Applicants are required to indicate whether they are intending to study as a full-time or part-time student and their anticipated area of focus. Students selecting the Public Health Nursing area of focus will be required to show evidence of active practicing registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their program. The School will endeavor to select the strongest candidates in each of the four areas of focus. Once admitted to the program students may change their area of focus subject to individual academic advising.

Students enrolled in the Diploma program who want to transfer to the Masters program will be required to meet with the academic adviser and put their request in writing to the Director of the School. Students wanting to move from the Diploma to the Masters program must be in good standing and hold a minimum of a B+ (6.0 GPA) in the Diploma program.

Admission to the Diploma program does not guarantee admission to the MPH program. Students who have successfully completed the Diploma program are eligible to apply for admission to the MPH program. Applications will be competitively assessed within the MPH applicant pool.

Applicants will be required to have completed an undergraduate statistics course with a minimum grade of B. Students may be provisionally accepted into either the Diploma or Master's in Public Health program with the condition that they complete an undergraduate statistics course (with a minimum grade of B) prior to beginning the program.

Admission to the Graduate Diploma Program

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.

- Fill out an application form online <www.pas.bc.ca> or download the Faculty of Graduate Studies application form <www.uvic.ca/garo> 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 Letters of Reference that should come from individuals who can provide a reliable assessment of the applicant's abilities; academic or professional references are acceptable.

- Submit relevant transcripts.

- Submit a resumé/curriculum vitae.

- Submit a Letter of Intent describing why they are seeking a Graduate Diploma in Public Health and how the diploma relates to their experience, goals and career plans.

- Undergo a criminal record check. See "Criminal Record Reviews" on page 270.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses).

The Admission Committee assesses an applicant's ability to successfully complete the Diploma in Public Health program. Application to the Diploma program will be competitively assessed based on four criteria: 1) Grade Point Average; 2) Letter of Intent; 3) Professional Experience and Community Service; and 4) References.

Application Deadline

February 1

Graduate Course Prior to Admission

Students not admitted to the Diploma may be permitted to take up to 1.5 units of graduate level Public Health and Social Policy courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

Admission to the Master of Public Health Program

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.

- Fill out an application form online <www.pas.bc.ca> or download the Faculty of Graduate Studies application form <www.uvic.ca/garo> 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 Letters of Reference that should come from individuals who can provide a reliable assessment of the applicant's abilities; academic or professional references are acceptable.

- Submit relevant transcripts.

- Submit a resumé/curriculum vitae.

- Submit a Letter of Intent describing why they are seeking a Master's in Public Health and how the degree relates to their experience, goals and career plans.

- Undergo a criminal record check. See "Criminal Record Reviews" on page 270.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses).

The Admissions Committee assesses an applicant's ability to successfully complete the MPH program. Application to the MPH degree program will be competitively assessed based on four criteria: 1) Grade Point Average; 2) Letter of Intent; 3) Professional Experience and Community Service; and 4) References.

Application Deadline

February 1.

Graduate Courses Prior to Admission

Students not admitted to the MPH degree may be permitted to take up to 3.0 unit of graduate level Public Health and Social Policy courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

PROGRAM REQUIREMENTS

Residency Requirements

All students admitted to both the MPH and GD programs are expected to attend three onsite intensives: (1) orientation (end of August) to their program prior to program commencement in September; (2) during the final area of focus course (beginning of May); (3) a culminating student conference at the end of their program (end of April) where students will demonstrate and share their project outcomes and learning.

Program Fee

Students admitted to either program may be assessed an additional program fee.

Diploma in Public Health (12.0 units)

The Graduate Diploma requires a minimum of 12.0 units. The 12.0 units are made up of 4.5 units of core courses, 3.0 units of courses from the chosen area of focus, practicum (1.5 units), culminating report (1.5 units) and 1.5 units of elective.

Graduate diploma students who complete the diploma and then wish to complete the Master of Public Health (MPH) will be required to apply to the MPH program, be accepted, and then complete remaining core and area of focus courses as well as PHSP 508B and 589 in the MPH program. See "Admission Requirements", "General" (page 271), for more information.

Core Course Requirements (4.5 units)

PHSP 501 (1.5)	Public Health Epidemiology
PHSP 503 (1.5)	Public Health Practice I: Population Health and Health Promotion
PHSP 504 (1.5)	Supportive Environments and Healthy Public Policy

Area of Focus

One of three Areas of Focus (3.0 units required in one area). **These areas will be offered subject to adequate enrolment.**

Indigenous Health Studies

INGH 520 (1.5)	Community Engagement and Leadership
INGH 521 (1.5)	Indigenous Public Health and Social Policy

Public Health Nursing

PHSP 540 (1.5)	Knowledge Development in Public Health Nursing
PHSP 541 (1.5)	Social Justice and Public Health Nursing

Social Policy

PHSP 550 (1.5)	Perspectives in Social Policy and Public Health
PSHP 551 (1.5)	Social Values, Ideologies, and Policy Analysis

Additional Program Requirements

PHSP 507 (1.5)	Practicum (225 hours)
PHSP 508A (1.5)	Culminating Report

Elective (1.5 units)

Program Length

The part-time Graduate Diploma program can be completed in just over 1.5 years (5 academic terms). All students, whether part-time or full-time, have four years to complete the program

Master of Public Health (21.0 or 24.0 units)

The MPH degree requires a minimum of 21 units. The 21 units are made up of 9.0 units of core courses, 4.5 units of courses from the chosen area of focus, project (3.0 units), practicum (3.0 units) and 1.5 units of electives.

Core Course Requirements (9.0 units)

PHSP 501 (1.5)	Public Health Epidemiology
PHSP 502 (1.5)	Public Health Biostatistics
PHSP 503 (1.5)	Public Health Practice I: Population Health and Health Promotion
PHSP 504 (1.5)	Supportive Environments and Healthy Public Policy
PHSP 505 (1.5)	Public Health Practice II: Public Health Interventions
PHSP 506 (1.5)	Public Health Research

Area of Focus

One of three Areas of Focus (4.5 units required in one area). **These areas will be offered subject to adequate enrolment.**

Indigenous Health Studies

INGH 520 (1.5)	Community Engagement and Leadership
INGH 521 (1.5)	Indigenous Public Health and Social Policy
INGH 522 (1.5)	Indigenous Health Research Methodologies

Public Health Nursing

PHSP 540 (1.5)	Knowledge Development in Public Health Nursing

PHSP 541 (1.5)	Social Justice and Public Health Nursing
PHSP 542 (1.5)	Advanced Public Health Nursing Practice

Social Policy

PHSP 550 (1.5)	Perspectives in Social Policy and Public Health
PSHP 551 (1.5)	Social Values, Ideologies, and Policy Analysis
PHSP 552 (1.5)	Healthy Public Policy Strategies

Additional Program Requirements

PHSP 589 (1.5–3.0)	Practicum (450 hours; students must complete a total of 3.0 units of 589 in the MPH program
PHSP 508B (3.0)	Culminating Report (21 unit option)
OR	
PHSP 599 (6.0)	Thesis (24 unit option)

Elective (1.5 units)

Oral Examination

The projects will be evaluated through a project report and an oral examination with an examining committee including the student's academic supervisor and a second academic member from The School of Public Health and Social Policy who is also a member of the Faculty of Graduate Studies.

Program Length

The full-time MPH program can be completed in two years. The part-time MPH program can be completed in three years. All students, whether part-time or full-time, have five years to complete the program.

Social Dimensions of Health

General Information

Contact Information

Social Dimensions of Health Program

Location: Social Sciences, Cornett Building, Room B138

Mailing Address:

    PO 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: idpassis@uvic.ca

Director: Dr. Elizabeth Borycki

    Email: healthdirector@uvic.ca

Faculty Members and Areas of Research

Over 100 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 level degrees 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 Graduate 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 Graduate 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

Students will be admitted to the SDH program in September of each year.

•   February 15 for September 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 two 1.5 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 students. 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
Electives (3.0)	Selected from the list of approved elective courses
SDH 599 (6.0)	Thesis

Program Length

The master's program is designed for completion within 2 years.

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
Electives (3.0)	Selected from the list of approved elective courses
SDH 693 (3.0)	Candidacy Examination
SDH 699 (15.0)	Dissertation

Program Length

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.

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
HINF 591	Topics in HI
EPHE 351	Community and Population Health
EPHE 455	Nutrition for Exercise and Health
EPHE 580	Physiological Issues in Physical Activity and Health
EPHE 582	Neuroscience in Physical Activity and Health
EPHE 583	Issues in Health Promotion and Wellness
EPHE 584	Pedagogical Issues in Physical Activity and Health
EPHE 585	Qualitative Research Genres in Physical Activity and Health
PSYC 531	Environmental Psychology
PSYC 569	Special Topics in Lifespan Development
SOCI 545	Sociology of Health
SOCI 585	Seminar on Aging
SOCW 503	The Social Construction of Health, Illness, and Aging

GRADUATE PROGRAMS

SOCW 504   Community Development in Health and Social Services

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.

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	Advanced Quantitative Methods
GEOG 538	Advanced 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 Lifespan Development
SOCI 510	Categorical Data Analysis

Qualitative Methods

ED-D 519	Advanced Seminars in Counselling Psychology
ED-D 561A	Methods in Educational Research
ED-D 567	Case Study and Mixed Method Research
ES 501	Methods, Research Design and Communication
GEOG 523	Qualitative Methods in Human Geography
HINF 503	Research Methods in Health Informatics
PSYC 561	Theories and Methods in Lifespan Development
SOCI 511	Research Design
SOCI 515	Qualitative Research Methods
SOCW 516	Research Methodologies

Social Work

GENERAL INFORMATION

Mission Statement

The emerging vision of the School of Social Work in both its undergraduate and graduate programs commits us to social justice and anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our educational mission within the Master of Social Work Program is to prepare social workers skilled in critical self-reflection and with an advanced analytic understanding of the social, cultural, political and practical implications of their work. In particular, we emphasize structural, feminist, Indigenous and anti-oppressive analysis within a context of interdisciplinary work in an effort to link policy to practice.

Contact Information

Department of Social Work

Location: Human and Social Development Building, Room B302

Mailing Address:

> School of Social Work
> University of Victoria
> PO Box 1700, STN CSC
> Victoria, BCV8W 2Y2
> Canada

Courier Address:

> Human & Social Development Building, Room B302
> University of Victoria
> Ring Road
> Victoria, BCV8W 2Y2
> Canada

Telephone Number:.. 250-721-8036

Fax Number: 250-721-6228

Email: socw@uvic.ca

Website: <socialwork.uvic.ca>

Director: Dr. Jacquie Green

> Email: swdirect@uvic.ca
> Phone:... 250-472-4129

Graduate Adviser: Dr. Susan Strega

> Email: sstrega@uvic.ca
> Phone:... 250-721-8333

Graduate Secretary: Jaime Ready

> Email: bswmsw@uvic.ca
> Phone:... 250-472-5622

Faculty Members and Areas of Research

Billie Allan, PhD (Toronto)

> Indigenous health and well-being (particularly Indigenous women's and Two-Spirit health); Indigenous re-search methods; health and healing in the context of child welfare involvement; Indigenous midwifery and birthing

Leslie Brown, PhD (Victoria)

> Research Methods, Indigenous Governance, Social Work Education, Community Development, Child Welfare

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 (Victoria)

Indigenous and cultural knowledges that centre, inform and transform child welfare policy and practice.

V.C. Hackett, PhD Candidate (Toronto)

African Caribbean immigration, family building and healing; decolonizing approaches to research and pedagogy; social work history/ies

Yvonne Haist, MEd (UVic)

Trauma work: affect regulation, right brain processing and social responses; embodied practice; spirituality

Donna Jeffery, PhD (OISE-Toronto)

Research interests are interdisciplinary in orientation: feminist, critical race and post-structural scholarship in the contexts of pedagogy, policy, knowledge production, professional identity and social work education

Patricia MacKenzie, PhD (Edinburgh)

Health promotion, interdisciplinary practice, disability; rural issues; aging; gay, lesbian, bisexual, transgendered issues; social work practice in health care settings; qualitative research methods

Cheryl Moir-van Iersel, MSW (British Columbia)

Feminist 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

Gayle Ployer, MSW (Carleton)

Social work education, social justice and the law, field education and participatory research.

Susan Strega, PhD (Southampton)

Critical, feminist and post-structural analysis of sex work, violence against women and child welfare practice and policy

Robina Thomas, PhD (Victoria)

Residential schools, Indigenous ways of knowing and being, Indigenous women and children, social work education and story telling

Bruce Wallace, PhD (UBC)

Poverty, health and equity. Specific experiences in homelessness, social assistance and so-cial policy, mental health, substance use and harm reduction, access to dental care and oral health equity, consumer-based services in mental health and drug user groups, health equity, community-oriented primary care (such as community health centres) and inner-city medicine. My research is primarily qualitative and mixed-methods with interests in case study and theory informed (realist) evaluations.

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 may focus on child welfare, health or international work (resources permitting).

MSW Degree

The program is designed to provide BSW graduate students and non-BSW graduate students, who have successfully completed their foundation coursework, 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. Note: The terms Foundation Year and Advanced Year refer to a menu of courses, both required and elective, and do not specify a particular timeframe of completion. The School offers three options to complete a MSW:

BSW entry to MSW Degree:

Qualified BSW degree holders enter the MSW Advanced program.

Non-BSW entry to the MSW degree:

Qualified non-BSW degree holders undertake foundational coursework that prepares them for the Advanced coursework at which time they join the BSW degree holders who have entered the MSW Advanced program. Those who are qualified may also apply 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;

- Build 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.

The MSW Advanced program 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.

The MSW Indigenous specialization program will be offered every other year through a combination of summer institute and web-based delivery of instruction. Students within the specialization will begin the program in the summer session by taking SOCW 521 which has an on-campus component.

The Non-BSW MSW program will be offered on campus.

Students have the option of completing a thesis or social work Advanced Practice practicum with additional coursework under the supervision of a faculty member of the School of Social Work,

unless an alternate supervisor is approved by the Director. General student policies can be found on the online MSW Student Program Guide available at the School of Social Work website: <www.socialwork.uvic.ca/docs/msw/MSWprogramguide.pdf>.

Financial Support

All new applicants are evaluated for the University Fellowship. The minimum standard required for consideration is a first-class standing (A-). Grade calculations and equivalencies are determined by the Graduate Admissions and Records Office. The process is competitive and meeting the minimum standard for consideration does not guarantee that you will be successful in the competition.

A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund/funding.html> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <uvic.ca/safa>. In addition, the provincial, territorial and federal governments each offer student loans to full-time candidates who meet the requirements.

Students are encouraged to apply to postings that are advertised on the School's listserv, where additional opportunities may be provided.

ADMISSION REQUIREMENTS

General

Initial inquiries regarding graduate studies in social work should be made to the Graduate Secretary. Application forms and supporting documents can be obtained from the School of Social Work website, at <www.uvic.ca/hsd/socialwork/prospective>. Applicants are required to provide a personal statement, a current CV, and two references, one of which may be from an employer, 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.

All students entering a graduate program in Social Work must have access to the Internet, email and Microsoft Office (i. e., Word and PowerPoint) as well as Adobe Reader or Adobe Acrobat for the duration of the program. Students require a UVic Netlink ID with a UVic email address.

Synchronous learning sessions (booked online classes in real time) may be required for all MSW program options. Students enrolled in the MSW program may be required to be available for weekly online synchronous learning opportunities.

Admission to the Master's Program

Entry into the MSW Advanced Program or MSW Indigenous Specialization requires a BSW degree with a minimum GPA of 6.0 (B+) or higher. Admission is highly competitive. Not all students

who meet the minimum requirements will be admitted. These programs are offered as resources permit.

Specific to the MSW Advanced Program: all applicants must have at least two years of post-BSW professional experience. (Equivalencies to this practice requirement may be considered.)

Specific to the MSW—Indigenous Specialization: Two years of post-BSW professional experience in an Indigenous social service setting. This requirement reflects the distinctive features of this program.

Admission to the Master's Program without a BSW

All applicants will be required to satisfy normal admissions requirements for the Faculty of Graduate Studies.

Entry requires an undergraduate degree from a Canadian recognized degree-granting institution, and a graduating cumulative GPA of 6.0 or higher. References demonstrating two or more years of successful practice in one or more human service organizations.

Deadline

The application deadline is December 1 of each year for all MSW options, for both domestic and international applicants. Completed applications and supporting documents must be available for consideration by the School of Social Work on, or prior to, these dates.

PROGRAM REGULATIONS

All students in the School of Social Work must follow the Guidelines for Professional Conduct (see below), the Regulations Concerning Practica (see below) and are subject to the provisions of the Canadian Association of Social Work (CASW) Code of Ethics <www.casw-acts.ca/en/what-social-work/casw-code-ethics>.

Guidelines for Professional Conduct

The School of Social Work expects students to develop and adhere to a professional code of conduct. The School supports models for professional conduct based on the following guidelines:

• adherence 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;

• willingness to assist others in learning;

• ability to recognize one's own limitations;

• maintenance of confidentiality of information (including all electronic communication) 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.

A student who has breached any of the above guidelines or fails to follow the CASW Code of Ethics in any Social Work course may be:

a) required to engage in a course of action to address concerns; and/or

b) suspended from continued participation in the course prior to the course end date; and/or

c) assigned a failing grade (grade of F or N) for the course; and/or

d) asked to withdraw from the Social Work Program.

Regulations Concerning Practica

General Practicum Policies

The School reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student has the right to be informed in writing of the reasons for any change in placement. While the faculty strives to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student.

Immunizations, Agency Fees and Other Costs

Students may be required to complete their practica in an agency requiring proof of immunization and a criminal record check as part of its screening process. In addition, agencies may charge an administration fee and a fee to process identification badges. Cost related to these requirements and other agency costs associated with the practicum are the responsibility of the student.

All students completing a practicum in BC will be required to complete a criminal record check through the Ministry of Justice.

Application for Practicum

Students must submit an application for practicum approximately two terms in advance of the semester when they are planning to take the course. Applications are available on the School's web site. The due dates for applications are posted on the school's website.

Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments or regular hours of attendance cannot be kept for any reason, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum setting.

Denial and Withdrawal

Denial

Students will be denied the practicum experience if their preparatory work is considered unsatisfactory by the Director of the School of Social Work.

Temporary Withdrawal of Students Pending Report

The Director may require a student to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

• 	clients, or

• 	personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

Withdrawal

After giving the student an opportunity to be heard, the Director may require a student to withdraw from the practicum if the Director is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum, whether permanent or temporary, must receive permission to do so from the Graduate Advisor.

Appeals

The normal avenue of final appeal is available for students who feel they have been unjustly treated.

Information Sharing

The University of Victoria School of Social Work is committed to supporting students to become capable, professional Social Workers. Evaluative feedback about student progress may be shared amongst instructors and staff in the School in order to promote student success or address concerns about professional conduct.

PROGRAM REQUIREMENTS

Non-BSW Entry MSW Program

Non-BSW entry MSW students must take 31.5 units in total to complete the program. The Foundation courses are comprised of seven 1.5-unit courses for a total of 10.5 units, 1.5 units of an elective plus a 4.5 unit practicum. The Advanced Year courses are the same as for the BSW degree holders

Core Course Requirements (10.5 units)

SOCW 541 (1.5)	Introduction to Critical Social Work Practice
SOCW 544 (1.5)	Social Work, the State and Citizenship
SOCW 546 (1.5)	Collaborative Conversations
SOCW 547 (1.5)	Historicizing Social Work: Friendly Visits to Social Justice
SOCW 549 (1.5)	Research Foundations
SOCW 550 (1.5)	Social Justice, Social Work and the Law
SOCW 551 (1.5)	Indigenous Communities: Practice and Policy
Electives (1.5)	Students must take at least 1.5 units of elective courses.

Students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser. Undergraduate courses taken prior to admission to the MSW cannot be used for graduate elective credit.

Practicum Requirements

SOCW 540 (4.5)	Foundation Practicum

Additional Program Requirements

To be eligible to progress to the advanced year coursework, students must maintain a 6.0 (B+) average and have completed all the foundation year core-course and practicum requirements.

Program Length

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

MSW Advanced program

Thesis option

The MSW Advanced program (thesis option) requires a minimum of 15 units. The 15 units are made up of 7.5 units of core courses, 1.5 units of electives, and a 6.0 units thesis.

The Advanced program courses will be offered through a combination of summer institute and web-based instruction.

SOCW 510 (1.5)	Policy Context of Practice
SOCW 511 (1.5)	Contemporary Debates and Ethical Dilemmas in Social Work
SOCW 512 (1.5)	Knowledge and Inquiry: Re-Theorizing Social Work
SOCW 515 (1.5)	Transnational Social Work
SOCW 516 (1.5)	Research Methodologies
SOCW 599 (6.0)	Thesis

Electives (1.5 units):

Students must take at least 1.5 units of elective courses. MSW students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.

Undergraduate courses taken prior to admission to the MSW cannot be used for graduate elective credit.

Program Length

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

MSW Advanced program

Course-based option

The MSW Advanced program (course-based option) requires a minimum of 15 units. The 15 units are made up of 9.0 units of core courses, 1.5 units of electives, and a 4.5 unit advanced practicum.

The Advanced program courses will be offered through a combination of summer institute and web-based instruction.

SOCW 510 (1.5)   Policy Context of Practice
SOCW 511 (1.5)   Contemporary Debates and Ethical Dilemmas in Social Work
SOCW 512 (1.5)   Knowledge and Inquiry: Re-Theorizing Social Work
SOCW 515 (1.5)   Transnational Social Work
SOCW 516 (1.5)   Research Methodologies
SOCW 571 (1.5)   MSW Capstone
SOCW 506 (4.5)   Advanced Practicum

Electives (1.5 units):

Students must take at least 1.5 units of elective courses. MSW students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser. Undergraduate courses taken prior to admission to the MSW cannot be used for graduate elective credit.

Program Length

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

Master's with Indigenous Specialization

Thesis option

The MSW-Indigenous Specialization degree (thesis option) requires a minimum of 15 units. The 15 units are made up of 6.0 units of core courses, 3.0 units of electives, and a 6.0 units thesis.

SOCW 510 (1.5)   Policy Context of Practice
SOCW 516 (1.5)   Research Methodologies
SOCW 521 (1.5)   Indigenous Perspectives on Knowledge and Research
SOCW 523 (1.5)   Self-conscious Traditionalism in Indigenous Social Work Practice Seminar
SOCW 599 (6.0)   Thesis

Elective (3.0)

Student must take at least 3.0 units of elective courses. MSWI students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser. Undergraduate courses taken prior to admission to the MSWI program cannot be used for graduate elective credit.

Program Length

Normally, full-time students in the Indigenous Specialization require a minimum of two years to complete the MSW degree.

Master's with Indigenous Specialization

Course-based option

The MSW-Indigenous Specialization degree (course-based option) requires a minimum of 15 units. The 15 units are made up of 7.5 units of core courses, 3.0 units of electives, and a 4.5 unit MSWI practicum.

SOCW 510 (1.5)   Policy Context of Practice
SOCW 516 (1.5)   Research Methodologies
SOCW 521 (1.5)   Indigenous Perspectives on Knowledge and Research
SOCW 523 (1.5)   Self-conscious Traditionalism in Indigenous Social Work Practice Seminar
SOCW 571 (1.5)   MSW Capstone
SOCW 506A (4.5) MSWI Practicum

Elective (3.0)

Student must take at least 3.0 units of elective courses. MSWI students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser. Undergraduate courses taken prior to admission to the MSWI cannot be used for graduate elective credit.

Program Length

Normally, full-time students in the Indigenous Specialization 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

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Graduate Adviser: Dr. Steve Garlick

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> Phone:..250-721-8600

Graduate Secretary: Zoe Lu

> Email: zoec@uvic.ca

> Phone:..250-721-7572

Faculty Members and Areas of Research

Douglas E. Baer, PhD (Waterloo)

> Social inequality; political sociology; quantitative methods; voluntary associations; immigration

Cecilia M. Benoit, PhD (Toronto)

> Marginalized populations; work and occupations; sex industry; stigma and discrimination; health; drug use; equity; social policy

William K. Carroll, PhD (York)

> Political economy; social movements; Marxism and post-Marxism; critical social theory and methods, fossil capital and climate crisis

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

Steve Garlick, PhD (CUNY)

> Masculinity; gender relations; critical social theory; sexuality; bodies; technology and science studies

Garry Gray, PhD (Toronto)

> Crime and deviance; institutional corruption; socio-legal studies; behavioral ethics; culture; health; organizational theory; sociology of science; qualitative methods

Helga K. Hallgrimsdottir, PhD (Western Ontario)

> Social movements; historical sociology; gender; culture and social action; citizenship studies

Sean P. Hier, PhD (McMaster)

> Social problems; moral panic; media; social theory; criminalization; human/nonhuman relations; urban lifestyles; modern postural yoga

Karen M. Kobayashi, PhD (Simon Fraser)

> Aging; family; health and health care; ethnicity and immigration; research methods

Catherine Krull, PhD (Alberta)

> Migration; diasporas; inequality; transnationalism; circuits of knowledge; gender politics and the state; body/reproductive politics; Cuba/Latin America; postcolonialism/indigenous issues

Martha McMahon, PhD (McMaster)

> Environment; local food and farming agrifood governance; ecological feminism; human dimensions of climate change

Margaret J. Penning, PhD (Alberta)

> Aging; health and health care; social networks and social support; research methods

André P. Smith, PhD (McGill)

> Health; aging; deviance; social control; mental health; blood donation; qualitative research methodologies

Peyman Vahabzadeh, PhD (Simon Fraser)

> Classical and contemporary social theory; social movements; phenomenology; Iranian studies; exile

Zheng Wu, PhD (Western Ontario)

> Demography; family; aging; health; immigration; quantitative methods

Min Zhou, PhD (Harvard)

> Global and transnational sociology; economic sociology; political sociology; social network analysis; quantitative methods; East Asian societies

Emeritus Faculty

C. David Gartrell, 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 Hedley, PhD (Oregon)

Social change and development; sociology of work and technology; comparative cultures; research methodology

Richard L. Ogmundson, PhD (Michigan)

Inequality; political sociology; elites

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 and methodology; computer modelling

Barry Edmonston, PhD (Michigan)

Demography; human ecology; quantitative methodology

James C. Hackler, PhD (Washington)

Deviance; social control; criminology and delinquency

Feng Hou, PhD (Western Ontario)

Demography; immigration; race and ethnicity; labour economics; social policy

Mikael Jansson, PhD (Western Ontario)

Health; substance use; street youth; ethics; research methods

Sharon M. Lee, PhD (Princeton)

Social demography; immigration; race and ethnicity; social inequality

Dorothy E. Smith, PhD (UC, Berkeley)

Social organization of knowledge; institutional ethnography

Degrees and Specializations Offered

The Department of Sociology offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy.

Facilities

Facilities available exclusively for Sociology graduate students include the Roy Watson Computer Laboratory, where software is available for the analysis of both qualitative and quantitative data.

Through its affiliation with the B.C. Regional Data Centre, the University provides extensive access to Statistics Canada survey data at the university library. Graduate students have access to the B.C. Provincial Archives and to national and international data sets through the Inter-University Consortium for Political and Social Research (ICPSR).

The department participates in research centres that include the Centre on Aging (arguably the best unit of its kind in Canada), the Centre for Addiction Research of BC, and the Centre for Youth and Society, and in the highly innovative Interdisciplinary Program in Cultural, Social, and Political Thought (CSPT, see below).

Financial Support

Graduate students are supported by fellowships and scholarships, teaching and research assistantships, and (for master's students) work placements in UVic's Co-operative Education Program, the third largest in Canada. The Co-op option allows master's students to gain valuable paid work experience while completing degree requirements.

Not all MA students can expect to be funded. As well, the department normally funds MA students only in the first two years of their program. To qualify for second-year funding, a student needs to make adequate progress in the first year. Generally, this means completing six courses with a GPA of 6 or better.

All doctoral students are funded at a minimum level of $12,000 for each of three years. The department strives to support its doctoral students with funds approaching $18,000 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 after completion of all coursework and candidacy exams.

All eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS

The department welcomes applications from Canadian and international students with strong backgrounds in sociology or closely related fields. All applications should include a full set of official transcripts, at least two letters of reference, a writing sample, and a statement of intent.

With rare exceptions, master's and doctoral students enter their programs in September. This is mainly because funding is normally available only for students beginning their programs at that time. Graduate seminar courses are offered only in the fall and spring terms; however, graduate students may arrange with individual faculty to take Directed Studies courses (SOCI 590 and 690) in the summer term (May-August).

Admission to Master's Programs

Admission to the master's program requires a bachelor's degree, with a minimum overall average of B+ (6.0) in the final two full years of credit units or undergraduate work. All incoming master's

students must fulfill the requirements expected of undergraduate Honours students in this department. Students without the prerequisites for the graduate courses they need to take will be required to take the prerequisites as part of their degree program (see Sociology graduate course listings for details). The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 8 and 10 master's students are admitted to the program each year.

Admission to the PhD Program

Admission to the PhD program normally requires a master's degree in Sociology or a related social science discipline with a minimum average of 7.0 to 7.5 (A- to A) in graduate courses. To be admitted to the program, an applicant must have excellent letters of reference, present a clear statement of research interests and submit an example of strong scholarly work. The University's English language competency requirement applies. All eligible applications are reviewed by the departmental Graduate Committee (chaired by the Graduate Adviser).

Admission to the Concentration in Cultural, Social and Political Thought (CSPT) Program

This program is open to selected students in Sociology, English, Environmental Studies, History and Political Science. Students must meet the core graduating requirements of the individual departments.

Students must apply for admission online, choosing the Concentration in Cultural, Social and Political Thought option for Sociology. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. Applicants must already have been accepted for graduate studies in Sociology. For full information about the program see <www.uvic.ca/interdisciplinary/cspt/>

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

See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 3.

Deadlines

*   Domestic with financial support: January 15th (for Sept. entry)

*   Domestic without financial support: 31 May (for Sept. entry)

*   International: 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.

Thesis-based Master's

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 508, 511, 525, 535, 545, 556, 566, 585. CSPT 500 or CSPT 501 may be substituted for these courses if the CPST section is taught by a member of the Sociology department. These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry. The range of such interests is illustrated by the current areas of interest declared by the Sociology faculty.

Course Requirements:

Thesis (SOCI 599)	6.0
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.

MA Oral Examination

All students will undergo an oral examination upon completion of their thesis.

MA Supervisory Committee

Students in the thesis option will be supervised by a committee consisting of their academic supervisor and at least one other member from the home academic unit. Additional committee members may or may not be from the home academic unit.

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.

Thesis-based Master's 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.*

Project-based Master's

This program involves 12 units of course work and a 3-unit Major Research Paper, 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 508, 511, 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
Major Research Paper (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 566) 1.5

Seminar on Aging (SOCI 585) 1.5

Topics in Cultural, Social and Political
Thought (CSPT 500) 1.5

Contemporary Cultural, Social and Political
Thought I (CSPT 501) 1.5

Final Project

In this program, students write an Major Research Paper (SOCI 598) for which they receive 3 units of credit. This is a piece of independent research work that involves substantial analytical engagement with a defined area of sociology guided by one or more research questions. Typically, the Major Research Paper is between 40 and 60 pages long.

Oral Examination

Students in the project-based 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 Major Research Paper.

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 33 units in accordance with the following program.

Course Requirements

All students are required to complete six 1.5 unit graduate courses beyond the MA degree. Unless taken as part of a previous graduate program in Sociology, students will, by the end of their doctoral program, be required to complete two graduate-level social theory courses (SOCI 503 and 504) as well as graduate-level courses in qualitative (SOCI 515) and quantitative (SOCI 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: 9.0
PhD Candidacy Examinations 3.0
Dissertation: 21.0
Total 33.0

Candidacy examinations

All students must pass a three-part candidacy examination. Students first write a broad-based exam paper that addresses a central topic in sociology, followed by a more narrowly-focused written exam paper that addresses the student's proposed area of dissertation research (including theoretical and methodological approaches relevant to that area of study). Finally, all students complete an oral examination on both written components. Reading lists are compiled through a collaborative process between the student and the examining committee, and all three parts of the candidacy exam must be passed.

The only exception to this process is for students taking the CSPT option in the PhD program. CSPT students have one candidacy exam administered by the CSPT program, which substitutes for the first, broad-based exam in the candidacy examination process.

Dissertation

Students are required to complete and defend a dissertation proposal before their supervisory committee, normally within six months of passing the candidacy 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 Supervisory Committee

A PhD student's supervisory committee must have at least three members: the academic supervisor from the home academic unit, plus one other member also from the home academic unit. The third member must be from outside the home academic unit.

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 course work, 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 600/601. 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 CSPT 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 adviser and graduate adviser, as well as the Co-op coordinator, to participate in the Co-op program. Interested students should contact the Sociology Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op", page 56.

Theatre

General Information

The Philosophy of the Theatre department is that the theatre should be studied in all its aspects and that it is best approached through a curriculum that leads to performance. Through all courses and productions, students are encouraged to focus on fundamental creative, interpretive, performative and technical skills as they study the historical, contemporary and educational theories and practices of the theatre arts.

Since theatre is a public art, the majority of our work is presented to the public. Our production format includes a Mainstage season of shows, plus a spring festival of new and innovative work co-produced with the Department of Writing.

For more information please consult our website: <finearts.uvic.ca/theatre>.

Contact Information

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Graduate Adviser: Dr. Jennifer Wise
    Email: wisej@uvic.ca
    Phone:... 250-721-8008
Graduate Secretary: Connie te Kampe
    Email: theatre@uvic.ca
    Phone:... 250-721-7991

Faculty Members and Areas of Research

Allana Lindgren, PhD (Toronto), Chair

    Dance history, theatre history, modernism, Canadian cultural history

Conrad Alexandrowicz, MFA (Alberta)

    Acting, movement for actors, devised theatre

Warwick Dobson, PhD (Sussex)

    Applied theatre, drama/theatre in education, reminiscence theatre

Fran Gebhard, MFA (Vancouver)

    Acting, directing

Linda Hardy, MA (Toronto)

    Acting, voice and speech for the stage, 19th-century British theatre, directing

Mary Kerr, BFA (Manitoba), Doctor of Canon Law (honoris causa) (Manitoba)

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

Peter McGuire, MFA (Victoria)

    Production, direction

Brian Richmond, MA (Toronto)

    Directing, dramaturgy, acting

Kirsten Sadeghi-Yekta, PhD (Manchester)

    Applied theatre, aesthetics of theatre, political theatre, community projects, devising for performance

Anthony Vickery, PhD (Victoria)

    Theatre history, especially melodrama and British and North American theatre of the 19th and early 20th centuries

Jennifer Wise, PhD (Toronto)

Theatre history, especially Ancient Greece and the 18th century, theories of acting, opera

Jan Wood, BFA (Alberta)

Acting, voice

Adjunct, Emeritus and Visiting Faculty

Sarah Blackstone, PhD (Northwestern)

American theatre history, especially popular theatre forms

Michael Booth, PhD (London)

19th-century theatre history, especially melodrama

Giles Hogya, PhD (Northwestern)

Lighting Design

Alan Hughes, PhD (Birmingham)

Theatre history, especially ancient Greek comedy

John Krich, MFA (Yale)

Acting and Directing

Juliana Saxton, BA (Toronto)

Applied theatre

Allan Stichbury, BFA (Alberta)

Stage design (scenic, costumes and lighting), Canadian theatre

Michael Whitfield, MA (Villanova)

Lighting design for theatre, opera, and ballet. History of stage lighting, theatre architecture

Degrees and Specializations Offered

The department offers the following graduate programs:

- MA in Theatre (Theatre History)
- MA in Theatre (Applied Theatre)
- MFA in Directing
- MFA in Design/Production

Facilities

The Phoenix Building is recognized as one of the most innovative and complete production/teaching facilities in Canada. In keeping with the academic philosophy of the teaching program, the Phoenix Building is designed and built around three distinct theatre architectural models, a thrust, a proscenium and a black box studio. Each space is provided with equipment designed to give students, actors, technicians and designers the opportunity to take part in many types of theatre: historic, modern, and experimental. Surrounding these performance spaces are fully equipped support areas: a design studio, scene, costume and properties workshops. In addition, there are rehearsal areas,

makeup and dressing rooms, a movement studio, storage areas for props, scenery and costumes and of course classrooms.

In addition, the Department of Theatre has a good working relationship with the professional community, and educational theatres on Vancouver Island, providing opportunities for graduate students to do various types of practical work off-campus when time permits.

Financial Support

A few graduate students receive University of Victoria Fellowships (currently valued at approximately $13,500 over 12 months), which are awarded annually by the Faculty of Graduate Studies. The primary requirement for a fellowship is a minimum GPA average of 7.0 (UVic scale = approximately an A- average of 80%) in each of the last two undergraduate years and every graduate year.

A limited number of assistantships (TA) are also available from the department for qualified students. The usual level of assistantships is $2,000 per term, which normally can be matched by the Faculty of Graduate Studies for a total of $4,000 per term or $8,000 per year. Numerous other awards are administered through The Faculty of Graduate Studies. Details can be found on the Faculty of Graduate Studies website: <www.uvic.ca/grad>.

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Theatre department cannot guarantee funding, although it is our intention that all graduate students receive some financial support in the initial years of their respective programs (for MA and MFA students, the first two years, and for PhD students, the first three years).

ADMISSION REQUIREMENTS

General

In addition to the documentation required by the Graduate Admissions and Records Office (see "Faculty Admissions", page 29), the Department of Theatre also requires applicants for admission to any of the graduate programs to send a letter to Graduate Admissions with a statement of purpose and a detailed resumé of their educational background, theatre experience, and teaching experience, if applicable.

Applicants must have completed appropriate undergraduate theatre courses.

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

In addition to satisfying the general requirements for admission to the Faculty of Graduate Studies (please see the UVic Graduate Calendar), applicants must be approved by the Department of Theatre; a minimum GPA of B+ (6.0) is required for admission.

All applicants are judged on a competitive basis and admission is limited. Not all students who meet the minimum requirements will be admitted.

Normally we accept applications only for September enrolment.

Admission to the MA in Theatre (Theatre History)

Applicants must possess either a general knowledge of Western theatre history, from the Greeks to the present, or a strong background in dramatic literature. Applicants must also be familiar with the practicalities of theatre production: design, direction, and performance.

Normally all admissions are conditional upon a diagnostic examination in theatre history.

Admission to the MA in Theatre (Applied Theatre)

Applicants must have already undertaken extensive study in the field of Applied Theatre, or an allied discipline. Applicants must also possess the intellectual, creative and practical skills necessary to succeed in a postgraduate degree level program.

All candidates will be required to provide a full curriculum vitae describing former studies and relevant work experience. Additionally, all candidates should provide a clear statement of intent in which they describe their interests and aspirations in the field, including any special areas of interest, as these relate to the specifics of the program.

Admission to the MFA in Directing

One student is admitted to the MFA program in Directing every two years. The competition is rigorous and a student should not apply unless he/she has an undergraduate degree with a major in theatre and a minimum GPA of B+. The applicant should also have a strong background in dramatic literature and dramatic theory as well as substantial practical experience in acting and directing. MFA in Directing applicants must have a knowledge at the BFA level of Directing, Acting, Theatre History, Lighting, Costume and Scene Design. A candidate's knowledge may be assessed by a diagnostic examination.

Admission to the MFA in Design/Production

In addition to the above general requirements, MFA in Design/Production 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

All applications must be submitted on forms available from the Graduate Admission and Records Office website <uvic.ca/garo> by February 1. Applicants are automatically considered for a Graduate Fellowship or Award upon application.

PROGRAM REQUIREMENTS

Master of Arts

MA candidates will normally follow the project-based option as described below. For the project-based 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 - Theatre History (Thesis Option)

Course Requirements

Theatre History (including THEA 500) 6.0
Courses to be chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be taken at the 300 or 400 level) 6.0
MA Thesis (THEA 599) 6.0

Thesis

The candidate will submit the thesis and orally defend it as part of the requirements of the Faculty of Graduate Studies.

Program Length

The residency requirement is one year. The expected completion time is two years.

MA in Theatre - Theatre History (Project-based Option)

Course Requirements

Theatre History (including THEA 500) 7.5
Courses chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be at the 300 or 400 level) 6.0
MA Essay (THEA 598) 4.5

Final Project (MA Essay)

Under the direction of the faculty supervisor, the candidate will prepare, orally defend during examination and submit a paper suitable for presentation at a recognized scholarly conference or a refereed academic journal.

Under special circumstances, the faculty supervisor may approve a student's request to pursue an MA thesis program. Information is available from the Graduate Adviser.

Program Length

The residency requirement is one year. The expected completion time is two years.

MA in Theatre - Applied Theatre (Thesis Option)

The faculty supervisor may approve a student's request to pursue an MA thesis program. Information is available from the Graduate Adviser.

Course Requirements

Methods and Materials of
Theatre Research (THEA 500) 3.0

Research Methods in Applied Theatre
(THEA 535) 1.5

Other courses, totalling 4.5 units, to be chosen either from Theatre Department courses, or from a related discipline, to be approved by the Graduate Adviser (Units may be taken at the 300 or 400 level, up to a maximum of 3.0 units).

MA Thesis (THEA 599) 6.0

Total 15.0

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 - Applied Theatre (Project-based option)

Course requirements

Methods and Materials of Theatre
Research (THEA 500) 3.0

Research Methods in Applied Theatre (THEA 535) 1.5

Other courses, totalling 4.5 units, to be chosen from Theatre Department courses, or from a related discipline, to be approved by the Graduate Adviser (Units may be taken at the 300 or 400 level, up to a maximum of 3.0 units).

Practical Project Associated with MA essay (THEA 590) ... 1.5

MA Essay (THEA 598) 4.5

Total 15.0

Final Project (MA Essay)

Under the direction of the faculty supervisor, the candidate will design and conduct a research project of workshops and/or performance activity that targets a specific client group. The candidate will prepare, orally defend during examination and submit a reflective paper.

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 enrol 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 – Project-based 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) 3.0

Directing and Advanced Directing
(THEA 512, 515, 523) 6.0

Design and Production
(THEA 508, 509, 510,
520, 521, 522) 3.0

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 defence of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defence 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 – Project-based 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) 3.0

Design and Production (THEA 508,
509,510, 511, 520, 521, 522) 12.0

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 defence of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defence 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 "General Regulations: Graduate Co-op", page 56.

Visual Arts

GENERAL INFORMATION

Contact Information

Department of Visual Arts

Location: Visual Arts Building, room A244

Mailing Address:

    Graduate Adviser

    Department of Visual Arts

    University of Victoria

    PO Box 1700 STN CSC

    Victoria BCV8W 2Y2

Courier Address:

    Visual Arts Building, room A244

    Department of Visual Arts

    University of Victoria

    3800 Finnerty Road

    Victoria BC V8P 5C2

Telephone Number: 250-721-8011

Fax Number: 250-721-6595

Email: visualarts@uvic.ca

Website: <www.finearts.uvic.ca/visualarts>

Chair: Paul Walde

    Email: visualartschair@uvic.ca

    Phone: 250-721-8011

Graduate Adviser: Cedric Bomford

    Email: jvisualartsgrad@uvic.ca

    Phone: 250-721-8015

Graduate Secretary: Laura Nuttall

    Email: visualarts@uvic.ca

    Phone: 250-721-8011

Faculty Members and Areas of Research

Cedric Bomford, MFA (Malmö Art Academy)

    Installation/Sculpture, Photography

Megan Dickie, MFA (Saskatchewan)

    Foundations, Sculpture

Daniel Laskarin, MFA (UCLA)

    Sculpture

Sandra Meigs, MA (Dalhousie)

    Painting, Drawing

Jennifer Stillwell, MFA (The School of the Art Institute of Chicago)

    Sculpture, Video

Paul Walde, MA (New York University) Chair

    Painting, Extended Media Practices

Robert Youds, MFA (York)

    Painting

Emeritus

Vikky Alexander, BFA (NSCAD)

    Photography

Mowry M. Baden, MFA (Stanford University)

    Sculpture, Public Art

Lynda Gammon, MFA (York)

    Drawing, Sculpture

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 portfolio of work (consult the Visual Arts website <finearts.uvic.ca/visualarts/ prospective_students/masters> for details regarding portfolio 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

Portfolio submissions and completed applications to the MFA program must be submitted to the Graduate Admissions and Records Office by January 15. See <finearts.uvic.ca/visualarts/ prospective_students/masters> for more information.

PROGRAM REQUIREMENTS

Project-based Master's

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 "General Regulations: Graduate Co-op", page 56.

Writing

GENERAL INFORMATION

The Department of Writing offers a Master of Fine Arts in Writing with a focus in the following genres: poetry, fiction, creative nonfiction, playwriting and screenwriting. A key component in the MFA is courses and practice in the teaching of writing. Workshops are the key to the department's teaching methods – small groups of students discuss and analyze their craft in intensive workshop and seminar sessions. In addition to its award-winning faculty, the Department hires guest instructors and visiting lecturers who are outstanding practitioners.

Contact Information

Department of Writing
Location: Fine Arts Building, Room 251
Mailing Address:
    Graduate Adviser
    Department of Writing
    University of Victoria
    PO 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: David Leach

> Email: writingchair@uvic.ca
>
> Phone:...250-721-7627

Graduate Adviser: Maureen Bradley

> Email: gradwrit@uvic.ca
>
> Phone:...250-721-7306

Graduate Secretary: Valerie Tenning

> Email: writing@uvic.ca
>
> Phone:...250-721-7306

Faculty Members and Areas of Research

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

Lee Henderson, BFA, MFA (Brit Col)

> Fiction, creative nonfiction, graphic novel, editing

Lorna Jackson, BA, MA (Vic)

> Fiction, especially the short story, literature of sport, personal essay forms, the writer as teacher, the agrarian landscape

Kevin Kerr, BA (Brit Col)

> Stage, screen, collaborative creation, site-specific theatre, multi-media performance

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

Financial Support

A Graduate Award will be awarded to each Master's student in the first year of the program. There are a number of graduate scholarships available specifically for Writing students, along with others in the university. Students without a previous Master's degree are eligible to apply for SSHRC funding.

Students are eligible to apply for a teaching assistantship in the second year of the program.

ADMISSION REQUIREMENTS

General

The MFA program focuses on five genres: fiction, creative nonfiction, poetry, playwriting 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 an undergraduate degree and a cumulative GPA of B.

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 playwriting, 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 December 1.

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 Portfolio 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:

Required courses:

WRIT 500 (1.5)   Writing Workshop (taken twice)

Required courses:

WRIT 509 (1.5)   Instructional Skills Preparation
WRIT 501 (1.5)   Advanced Studies in Writing (taken twice)
WRIT 598 (9.0)   Major Writing Portfolio

Program Electives:

WRIT 590 (1.5)   Directed Studies in Instructional Skills
                   Preparation
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.

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 "General Regulations: Graduate Co-op", page 56.

Research

Vice-President Research

David Castle, Vice-President Research

Oliver Schmidtke, Acting Associate Vice-President Research

Rachael Scarth, Associate Vice-President Research Operations

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.

- Regulation of research activities through
  - the Animal Care Committee, Animal Care Units and Aquatic Research Facility in accordance with the Guidelines of the Canada Council on Animal Care, and
  - the Human Research Ethics Board.

- Grants facilitation: assistance in applications for research grants including identifying potential funding agencies, providing information on application procedures and advising on the preparation of proposals.

- Research Partnerships and Knowledge Mobilization: supports collaboration with industry and the community by providing a comprehensive suite of services related to intellectual property protection, commercialization, partnership development, and negotiation of research contracts and agreements.

The Office of the Vice-President Research also works in close collaboration with the following groups and oversees the activities of the University's interdisciplinary research centres.

Website: <www.research.uvic.ca>.

OCEAN NETWORKS CANADA OBSERVATORY (ONC)

<www.oceannetworks.ca>

Ocean Networks Canada (ONC) is an inter-national facility hosted and owned by the University of Victoria (UVic), and managed and operated by the ONC Society, a not-for-profit established by UVic in 2007. ONC operates world-leading NEPTUNE and VENUS ocean observatories with no other equivalent in Canada. ONC collects and provides essential data required to address pressing scientific and policy issues. The in-novative cabled infrastructure supplies con-tinuous power and Internet connectivity to a broad suite of subsea instruments from coastal to deep-ocean environments.

ONC also supports sensors installed on fer-ries, gliders and moorings, coastal radar, and community-based observatories

located in remote locations (e.g. the Arctic, along the BC coast, and in the Bay of Fundy). They are a crucial investment for Canada because these observatories collect data on physical, chemical, biological, and geological aspects of the ocean over long time periods, supporting research on complex Earth processes, including climate change, in ways not previously possible. ONC is unique on the global stage because the infrastructure makes these data available, free and in realtime, from hundreds of instruments distributed across the most diverse ocean environments found anywhere on Earth. ONC also has an Innovation Division that commercializes these advanced ocean observing technologies.

THE PACIFIC CLIMATE IMPACTS CONSORTIUM (PCIC)

<www.PacificClimate.org>

PCIC is a regional climate service centre that conducts quantitative studies on the impacts of climate change and climate variability in the Pacific and Yukon region. Results from this work provide regional climate stakeholders with the information they need to develop plans for reducing the risks associated with climate variability and change. In this way, PCIC plays an important bridging function between climate research and the practical application of that knowledge by decision makers.

PCIC program is organized into three interrelated applied research themes:

- Regional Climate Impacts: making available future projections of regional climate change.

- Hydrologic Impacts: quantifying the hydrologic impacts of climate change and variability.

- Climate Analysis and Monitoring: delivering climate observations.

PCIC maintains strong internal resident expertise grouped around its major programs. PCIC's staff includes experts in the areas of: climatology, climate change scenarios, hydrology, scientific computing, geographic information systems, and communications.

Centre for Indigenous Research and Community-Led Engagement (CIRCLE)

Dr. Charlotte Loppie, MSc (Dalhousie), PhD (Dalhousie), Director

Dr. Heidi Kiiwetinepinesiik Stark - Associate Director

The goal of the Centre for Indigenous Research and Community-Led Engagement (CIRCLE) is to facilitate, engage in and produce research and scholarship that is informed and driven by

Indigenous peoples' priorities and needs. Previously named the Centre for Aboriginal Health Research (CAHR), CIRCLE continues to engage with Indigenous and other stakeholders in BC, across Canada and internationally, to provide a supportive environment for researchers, communities and students to engage in research-related activities that address the needs of First Nations, Inuit and Métis peoples.

Through research capacity development and networking opportunities, CIRCLE aims to promote and support Indigenous community-relevant and ethical research, which informs public awareness as well as decisions by policy-makers and practitioners. CIRCLE embraces Indigenous Knowledges and Ways of Knowing and seeks to support and contribute to Indigenous self-determination. For more information about CIRCLE, please email us at cahr@uvic.ca or visit our website at <cahr.uvic.ca>.

Centre for Addictions Research of B.C.

Tim Stockwell, MA (Oxford), MSc (University of Surrey), PhD (University of London), FCAHS, Director

The mission of the Centre for Addictions Research of BC (CARBC) is to create an internationally recognized centre, distributed across BC, that is dedicated to research and knowledge exchange on substance use, harm reduction and addiction.

Established at the University of Victoria in 2003 through an endowment from the BC Addiction Foundation, CARBC has developed relationships with a large network of addictions-related agencies in BC and has formal partnerships with other universities in British Columbia. CARBC sits at arms length from government while working on shared concerns with multiple government departments, including health, police, education and liquor licensing.

GUIDING PRINCIPLES

The work of CARBC will continue to be guided by the following principles:

Collaborative relationships: Dynamic, collaborative relationships are essential for maintaining relevance to the multi-faceted concerns related to substance use and addictions. Key relationships include those with policy makers, researchers from many disciplines, practitioners and people with personal experience of substance use, addictions and related problems.

Independent research: Protection from vested interests is essential to ensure that rigorous research is conducted and communicated clearly with a view only to furthering the public interest. This will be ensured through excluding representatives of alcohol, tobacco and gaming industries from membership of the Advisory Board and not accepting direct research funding from such sources.

Ethics, social equity and justice: Commitment to solid ethical principles governing internal and external relationships, financial management, the conduct of research and the

communication of research findings. A commitment to the promotion of equity and fairness and the pursuit of social justice through attention to the impact of the social determinants that shape substance use and the development of health inequities.

Reducing risk and increasing protection: Attention is required to both immediate factors (e.g., behavioural patterns and contexts) and distal factors (e.g., social, economic and developmental influences) to effectively address the harms from substance use and addictions across the life course.

Harm reduction: Recognition that some people will continue to use psychoactive substances and experience addictions, so that strategies are needed to reduce harmful consequences in addition to those that aim to directly reduce or prevent high risk behaviours.

Informed public debate: Commitment to informing public debate to achieve effective public policy on substance use and addictions through the communication of research findings.

REALIZING OUR MISSION

The Centre for Addictions Research of BC is working to realize its mission in the following ways:

Building new capacity while complementing existing strengths: CARBC added to its multi-disciplinary faculty by helping UVic to recruit Dr Karen Urbanoski as a Canada Research Chair in Substance Use, Addictions and Health Services Research. CARBC scientists now span the disciplines of sociology, nursing, health information sciences, anthropology, epidemiology, criminology, psychology and public health.

This team of talented scientists is supported by over 30 graduate students and a similar number of staff. In collaboration with multiple collaborators and community partners, we collectively compete for and win between $3 million and $4 million in external research funding per annum.

Supporting Multidisciplinary Approaches to Substance Use and Addictions: Problematic substance use stems from a complex mix of biological, psychological and social causes. Research on substance use and addictions, on the other hand, has traditionally been conducted within separate disciplines singularly focused on either the biomedical and clinical or socio-cultural and prevention dimensions of addictions, limiting the exchange of knowledge across the disciplines and to the knowledge users. While the focus of the Centre's programs is on the psycho-social aspects of substance use and addictions, we promote collaboration among researchers drawn from a broad range of disciplinary areas including biomedical, psychological, social, epidemiological and historical perspectives.

Networking and Partnerships: Research centres at the University of Victoria have a strong record of fostering collaboration among a variety of institutional partners and

community stakeholders. To this end, the Centre, while located at the University of Victoria, is based on a model of cooperation among the key research-based stakeholders in BC. To ensure the Centre facilitates research activities throughout the Province and that stakeholders have a meaningful voice in the activities, there is a commitment to involving the stakeholders in the development of the Centre's research priorities and projects.

Knowledge Translation and Knowledge Brokering: CARBC is committed to facilitating linkage and exchange between researchers, policy makers, professionals and communities and to developing capacity as a knowledge broker within these relationships. This involves providing easy access to evidence based information that can be used by a range of audiences in various settings (e.g., research, policy, service system, community). In particular, the Centre seeks to ensure policy makers from all levels of government have access to practice and policy-relevant evidence provided in a clear manner.

Email: carbc@uvic.ca

Web: <www.carbc.ca>

Blog: <oac.uvic.ca/carbc>

Facebook: <www.facebook.com/carbc.uvic>

Twitter: <www.twitter.com/carbc_uvic>

YouTube: <www.youtube.com/user/carbcuvic>

Centre for Advanced Materials and Related Technology (CAMTEC)

Dr. Alexandre Brolo, PhD, Director

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria encourages interdisciplinary research on advanced materials for applications in several areas, including biomedical devices, energy systems and nanotechnology. The scope of the Centre also covers a wide spectrum of fundamental research in the fabrication and characterization of novel materials. CAMTEC coordinates related research among the Departments of Biochemistry, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with medical doctors, scientists and engineers from the private and public sectors to ensure technology transfer to end-users.

The Centre's key research areas include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials, electron and optical microscopy, fabrication of nanoprobes, optical advanced materials, advanced composites, alloys, ceramics, integrated circuit technology, infrared detectors, microsensors, microfluidic technologies, opto-electronic and micro-electronic devices, piezoelectric actuators, and chemical sensors.

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 manages an impressive array of shared equipment and facilities for both internal (UVic faculties and collaborators) and external (companies and government agencies) users. 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 training courses offered by the members.

Website: <www.camtec.uvic.ca>

Email: CAMTEC@uvic.ca

Telephone: 250-721-7736

Centre for Asia-Pacific Initiatives (CAPI)

Director: Andrew Marton, MA (UVic) PhD (UBC)

Helen Lansdowne, MA (UVic), Associate Director

Robyn Fila, MA (Linkoping), Program Manager

Mary Yoko Brannen, MBA and PhD (Massachusetts at Amherst), Jarislowsky CAPI East Asia (Japan) Chair

Victor V. Ramraj, MA, LLB, PhD (Toronto) and LLM (Queen's University Belfast), Asia Law Program Chair

Guoguang Wu, MA, PhD (Princeton), China Program Chair

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, China and Asia-Pacific relations, and migration and mobility. 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 home to Landscapes of Injustice, a seven year SSHRC funded, collaborative research project (2014-2021) hosted by the University of Victoria and dedicated to recovering and grappling with the forced sale of Japanese Canadian-owned property during the Second World War. For further information on

CAPI programs and events, visit the centre's website at
<www.capi.uvic.ca>

> Centre for Asia-Pacific Initiatives
>
> Sedgewick Building, C Wing, Room C128
>
> University of Victoria
>
> PO Box 1700 STN CSC
>
> Victoria, BCCanada V8W 2Y2
>
> Tel.: 250-721-7020; Fax: 250-721-3107

Centre for Biomedical Research

Dr. E. Paul Zehr, PhD (University of Alberta), Professor (Neuroscience & Kinesiology), Director

Dr. Leigh Anne Swayne, PhD (University of Calgary), Assistant Professor (Cell Biology & Neuroscience), Associate Director

Dr. Stephanie Willerth, PhD (University of Washington), Associate Professor (Mechanical Engineering & Medical Sciences), Associate Director

The Centre for Biomedical Research (CBR) is a collaborative, multidisciplinary group of scientists and clinicians from many faculties, departments, schools, and divisions across campus, including UBC's Island Medical Program, whose primary research objectives aim to 1) understand the basis of human disease and/or 2) to promote recovery. CBR researchers target a spectrum of disorders including cancer, Rett Syndrome, stroke, African Sleeping Sickness, fetal alcohol syndrome, and spinal cord injury, amongst many others. There are seven research clusters within CBR: biomedical engineering; neuroscience; developmental biology; cell signaling; cardiovascular; genetics; infection and immunity. Some members also work in collaboration with the B.C. Cancer Agency, Island Health, the International Collaboration on Repair Discoveries (ICORD), as well as other local, national, and international agencies and foundations. CBR actively promote community engagement and knowledge dissemination through venues such as Café Scientifique, Pecha Kucha, media engagement and the UVIC Speaker's Bureau. With research trainees, a key focus is developing communication and presentation skills and abilities.

> Centre for Biomedical Research
>
> Petch 041
>
> University of Victoria
>
> PO Box 3020, STN CSC
>
> Victoria, BCV8W 3N5
>
> tel: 250-472-4067, fax: 250-472-4075
>
> Website: <www.uvic.ca/cbr>
>
> Email: cfbr@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 in the Provincial Government. Research centre scientists also maintain connections to the forest industry and the BC Forest Genetics Council to provide access to research expertise and findings. Forest biology research findings are disseminated via peer-reviewed scientific publications, conferences, lectures and through the academic courses offered by the Centre.

Research areas which can be pursued within this Centre include: conifer embryogenesis and seed development; tree stress physiology; plant and fungal molecular biology and gene expression; functional genomics of natural product synthesis; biochemistry of plant-pest and plant-pathogen interactions; microbial ecology; and carbon sequestration by forests and soils.

Cooperating University departments are: Biology, and Biochemistry and Microbiology. Graduate students wishing to carry out research in association with the Centre must register with an appropriate University department, and may also 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 research can be conducted through the Centre.

Website: <web.uvic.ca/forbiol>

Centre for Global Studies

Dr. Oliver Schmidtke, Director

Building on the University's existing base of interdisciplinary expertise, the Centre for Global Studies (CFGS) is uniquely poised to bridge academic research, and student mentoring with knowledge mobilization and effective community engagement.

CFGS strives to produce quality and practical research with tangible benefits to both the local and international community. It has established itself as a key hub for public debates on critical issues in world politics.

The Centre's activities in Victoria, and abroad are designed to promote critical citizenship in a complex and rapidly changing global environment. CFGS' research and public engagement build upon the University of Victoria's intellectual expertise in four core themes: governance, environmental challenges, social justice, and culture and identity.

The breadth of the Centre's activities provides fellowship, employment, and volunteer opportunities for several students and interns each year.

Current projects housed at the Centre for Global Studies include:

- Borders in Globalization
- European Union Centre of Excellence
- Polis Project on Ecological Governance
- Water Innovation and Global Governance

CFGS was established in 1998 through the generosity of local community donors. The Centre continues to enhance its already extensive network of international research and funding partners, with whom it collaborates on a project-to-project basis.

For more information, please visit our website at <www.globalcentres.org>.

Centre for Social and Sustainable Innovation (CSSI)

Monika Winn, MA (Tuebingen, Germany), MBA, PhD (UCI), Professor and Francis G. Winspear Scholar, Sustainability Champion, Director

Heather Ranson, BA (UBC), MBA (U of Guelph), Assistant Teaching Professor, Associate Director

The Centre for Social and Sustainable Innovation is an intra-faculty centre of the Gustavson School of Business. It exists to facilitate the work of Gustavson faculty, staff and students in the areas of sustainability and corporate social responsibility as they relate to business.

CSSI work focuses on three areas: research, education and operations. Faculty research ranges from climate change strategy to health and wellness, poverty to social entrepreneurship; sustainability reporting in higher education to multi-country comparative corporate social responsibility. Adding post-doctoral fellows to our team aims to strengthen our research networks and output. CSSI hosts regular presentations to share faculty research and practitioner expertise within the school, on campus and with the business community.

Integrating sustainability into Gustavson's courses and specializations is the emphasis of the education arm of CSSI. In addition to an annual commitment to the United Nations Global Compact Principles for Responsible Management Education (PRME), faculty share cases, guest speakers and readings to encourage students to consider the triple bottom line in all their business decisions. Specific courses in sustainability are required in the BCom and MBA programs. Topics on sustainability are also included in Master of Global Business and PhD course offerings. The Centre supports faculty teaching as well as student activities such as Carrotmobs and MIIISsion Impossible, the BCom sustainability challenge.

As well, we facilitate and finance student participation in case competitions, conferences, and other events at UVic, within BC, and around the world.

The Gustavson School of Business is committed to sustainability in all its operations, so the CSSI operations committee undertakes an annual inventory of the school's carbon footprint. In addition, the faculty, staff and students participate in activities such as Bike to Work Week and extensive waste-reduction programs such as composting or UVic-run recycling pilot projects.

Strong links to local and international communities allow CSSI to share best practices, recruit guest speakers for the classroom, and further develop the three arms of CSSI to bring sustainability at Gustavson (one of the school's four value pillars) to life.

Website: <www.uvic.ca/gustavson/cssi>

Centre for Studies in Religion and Society

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

The Centre for Studies in Religion and Society (CSRS) is an interdisciplinary research centre located in the Sedgewick Building on the University of Victoria campus. Its mission is to foster the scholarly study of religion in relation to any and all aspects of society and culture, both contemporary and historical. Since its formation in 1991, the CSRS has established itself as a leading centre in Canada for the investigation of themes and issues at the intersection of religion and public policy. It has been especially engaged in discussions and research related to the environment, globalization, ethnicity, ethics, health care, culture, science and technology, and the arts. The centre hosts collaborative research and publishing projects with Canadian and international scholars, sponsors fellowships for graduate students and visiting scholars, and hosts a dynamic annual program of lectures, seminars and conferences for the campus and local community.

Current areas of focus in the centre include research examining:

- Religious diversity
- The role of religious groups in the provision of social services
- The role of illuminated or illustrated translated sacred texts in contemporary religious groups
- Religious and cultural roots of vaccine hesitancy
- The governance of religious diversity in China, India and Canada
- Religious radicalization and securitization in Canada and beyond
- Spirituality in hospice palliative care

The CSRS has a fundamental commitment to pluralism and dialogue, encouraging participation from scholars and others from a wide range of academic perspectives.

The CSRS is neither a teaching nor degree or diploma-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, RPsych., PhD (Toronto), Director

Tricia Roche, Associate Director

The Centre for Youth and Society, formally established at the University of Victoria in 2002, designs and conducts research anchored by collaborative partnerships with local, national, and international youth serving educational and youth led organizations. Research fellows of the Centre are scholars from diverse faculties united by their interest in catalyzing the well being of youth, public interest and research impact. Our efforts are concentrated in interdisciplinary research, graduate student training and knowledge mobilization on the relationship between youth and society.

The mission of the Center 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 Center facilitates university-community partnerships to generate and mobilize knowledge regarding youth strengths, challenges, and opportunities. Current research clusters include: youth mental health, literacy, digital youth, Indigenous youth, youth and the economy, youth health and recreation, youth in international contexts, community-youth engagement, youth with special needs, and knowledge mobilization tools for youth and other audiences.

Our efforts:

- Address the concerns, assets and priorities of youth, in dialogue with society as a whole, so that programs, research and training initiatives are responsive, innovative and well-designed.

- Advance inter-disciplinary community based research and training on a wide array of current issues and events affecting youth.

- Provide strong evidence based recommendations and advocate with youth to influence policy-makers.

- Facilitate research impact by taking scholarly research to places where it can foster new public programs and social innovation.

- Shape educational practice and policy frameworks in ways that harness the tremendous strengths and capacities of youth.

    Website: <www.youth.society.uvic.ca>

    Email: cys@uvic.ca

    Twitter: @UVic_CFYS

    Facebook: Centre for Youth & Society

    Phone: (250) 472-5414

    Location: University House 3

Institute on Aging and Lifelong Health (formerly Centre on Aging)

Scott M. Hofer, BSc (SDSU), PhD (USC), CAHS, Director

The Centre on Aging at the University of Victoria is a multidisciplinary research centre established to promote and conduct basic and applied research that is relevant to the needs of an aging community. Much of our work is rooted in a broad orientation to health that includes attention to the social, psychological, environmental, and cultural contexts in which people live, as well as the institutions responsible for the health of our population. We recognize aging is a life-long process requiring attention to developmental influences and changes that occur across the life course; and, within this general framework, we focus on the longitudinal and cross-sectional study of clinical, population health and well-being, and health services. Efforts to address these areas of aging research necessarily draw on the expertise and experiences from faculty across and within many university departments including anthropology, biology, business, child and youth care, computer science, economics, engineering, exercise science, geography, health information science, history, Island Medical Program, law, nursing, philosophy, political science, psychology, public administration, public health and social policy, social work, and sociology, as well as researchers in the community and from other universities.

Through innovative and transformative research our goals are to contribute to improving the health and quality of life of an increasingly diverse population of older adults, and to assist their families, health care providers, and policy makers in meeting the challenges and potentials of an aging society. To achieve these goals, the Centre pursues and is engaged in activities that:

- contribute to the training of skilled research personnel which includes promoting and facilitating post-doctoral, graduate, and undergraduate training within the area of aging and health.

- facilitate communication and collaboration among scholars, practitioners, policy makers, and older adults.

- mobilize knowledge on aging and health with scientists, practitioners, and the public.

- promote the translation of research findings into interventions, services, products, and policies relevant to older adults.

    Location: R Hut

    Phone: 250-721-6369

    Email: aging@uvic.ca

    Web: <www.aging.uvic.ca>

    Twitter: @CentreOnAging

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 practical, clean energy alternatives.

Specific areas of expertise are hydrogen and fuel cell systems, renewable energy systems, sustainable transportation, energy systems analysis, energy efficiency and carbon management.

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 collaborate 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 support this need for informed energy choices.

IESVic is a multidisciplinary research institute with participation from Engineering, Chemistry, Biology, Economics, Environmental Studies and Earth and Ocean Science. 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>

Pacific Institute for Climate Solutions

Sybil Seitzinger, Executive Director

The Pacific Institute for Climate Solutions (PICS) was established in April 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.

Victoria Subatomic Physics and Accelerator Research Centre (VISPA)

Dean Karlen, BSc (U Alberta), PhD (Stanford), Director

The Victoria Subatomic Physics and Accelerator Research Centre (VISPA) brings together an internationally recognized group of particle and accelerator physicists who work to understand the fundamental nature of our Universe. Group members develop new theoretical approaches, participate in leading particle physics experiments around the world, and advance the technology required to pursue this science. The group shares computing and laboratory resources, supports and manages technical staff, and ensures a high-quality graduate and post-doctoral training environment.

The theoretical group has gained an excellent reputation across Canada and has close ties with the Perimeter Institute, a world leading institute in theoretical physics in Waterloo, Ontario. The experimental projects include ATLAS at CERN, at the energy frontier, T2K in Japan, a world leading neutrino experiment, and BABAR at SLAC, at the precision frontier. The University of Victoria is the lead institution on the new electron linear accelerator being built at TRIUMF, thanks to substantial funding from the Canadian Foundation for Innovation and the Province of British Columbia.

    Victoria Subatomic Physics and Accelerator Research Centre

    Elliott Building, Room 207

    Phone: 250-721-7736

    Website: <vispa.phys.uvic.ca>

RESEARCH

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 248. A list of the course abbreviations and their corresponding subject areas is presented on page 249.

Please note that not all courses listed are necessarily offered every year; students should consult the department or faculty concerned 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 <uvic.ca/course-registration>.

Students must ensure that they are familiar with the program requirements and restrictions noted in the entry for each academic unit.

Courses by Faculty

Division of Medical Sciences

NRSC   Neuroscience

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

IED   Indigenous 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

AHVS   Art History and Visual Studies
Department of Art History and Visual Studies

ART   Visual Arts
Department of Visual Arts

CH   Cultural Heritage Management
Department of Art History and Visual Studies and Division of
Continuing Studies

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
School of Public Administration

HINF   Health Information Science
School of Health Information Science

HSD   Human and Social Development
Interdisciplinary Courses

IGOV   Indigenous Governance

INGH   Indigenous Health Studies
School of Public Health and Social Policy

NUED   Nursing, Advanced Practice: Nurse Educator Option
School of Nursing

NUHI   Nursing and Health Information Science
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

PADR   Public Administration Dispute Resolution
School of Public Administration

PHSP   Public Health and Social Policy
School of Public Health and Social Policy

SOCW   Social Work
School of Social Work

Faculty of Humanities

DHUM   Digital Humanities

ENGL   English
Department of English

FRAN   French
Department of French

GMST   Germanic Studies
Department of Germanic and Slavic Studies

GRS   Greek and Roman Studies
Department of Greek and Roman Studies

HSTR   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

SLST   Slavic Studies
Department of Germanic and Slavic Studies

SPAN   Spanish
Department of Hispanic and Italian Studies

Faculty of Law

LAW   Law

Faculty of Science

ASTR   Astronomy
Department of Physics and Astronomy

BCMB   Biochemistry and Microbiology
Department of Biochemistry and Microbiology

BIOC   Biochemistry
Department of Biochemistry and Microbiology

BIOL   Biology
Department of Biology

CHEM   Chemistry
Department of Chemistry

EOS   Earth and Ocean Sciences
School of Earth and Ocean Sciences

FORB   Forest Biology
Department of Biology

MATH   Mathematics
Department of Mathematics and Statistics

MICR   Microbiology
Department of Biochemistry and Microbiology

MRNE   Marine Science
Department of Biology

PHYS   Physics
Department of Physics and Astronomy

STAT   Statistics
Department of Mathematics and Statistics

Faculty of Social Sciences

ANTH   Anthropology
Department of Anthropology

CSPT   Cultural, Social and Political Thought
Department of Political Science

ECON   Economics
Department of Economics

ES   Environmental Studies
School of Environmental Studies

GEOG   Geography
Department of Geography

POLI   Political Science
Department of Political Science

PSYC   Psychology
Department of Psychology

SDH   Social Dimensions of Health
Social Dimensions of Health Program

SOCI   Sociology
Department of Sociology

Sardul S. Gill Graduate School of Business

BUS   International Management and Organization

ENTC   Entrepreneurship Certificate

ENTD   Entrepreneurship Diploma

MBA   Master of Business Administration

MBME   Master of Business Administration + Master of Engineering
MBA Program and Faculty of Engineering

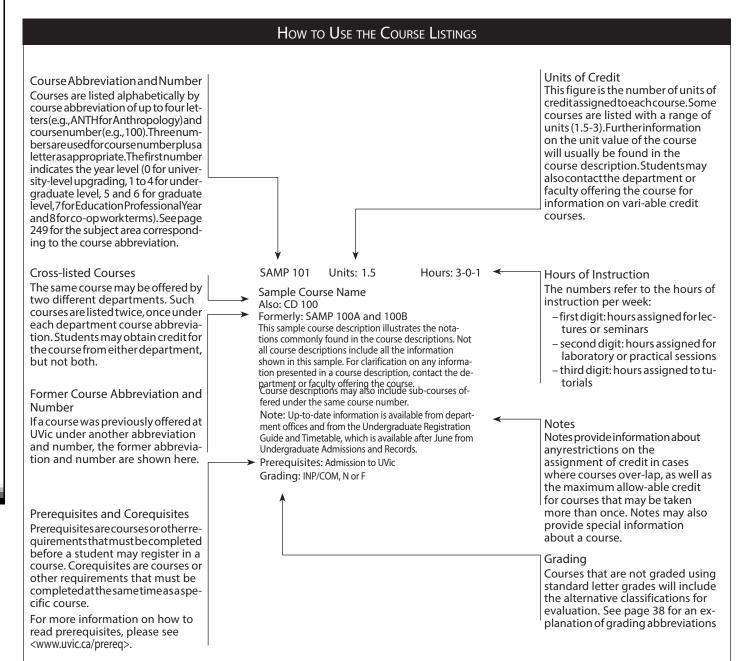MBMS   Master of Business Administration + Master of Science (CSC)
MBA Program and Faculty of Engineering

MGB   Master of Global Business

COURSES OF INSTRUCTION

Courses by Subject Area

Anthropology..ANTH
    Faculty of Social Sciences

Art History and Visual Studies... AHVS
    Faculty of Fine Arts

Astronomy..ASTR
    Faculty of Science

Biochemistry...BIOC
    Faculty of Science

Biochemistry and Microbiology ....BCMB
    Faculty of Science

Biology...BIOL
    Faculty of Science

Chemistry ....CHEM
    Faculty of Science

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

Community Development .... CD
    Faculty of Human and Social Development

Computer Science ....CSC
    Faculty of Engineering

Cultural Heritage Management.. CH
    Faculty of Fine Arts

Cultural, Social and Political Thought................................CSPT
    Faculty of Social Sciences

Curriculum and Instruction Studies .... EDCI
    Faculty of Education

Digital Humanities...DHUM
    Faculty of Humanities

Dispute Resolution .... DR
    Faculty of Human and Social Development

Earth and Ocean Sciences ....EOS
    Faculty of Science

Economics..ECON
    Faculty of Social Sciences

Educational Psychology and Leadership Studies ....ED-D
    Faculty of Education

Electrical Engineering..ELEC
    Faculty of Engineering

English...ENGL
    Faculty of Humanities

Entrepreneurship Certificate .... ENTC
    Sardul S. Gill Graduate School of Business

Entrepreneurship Diploma...ENTD
    Sardul S. Gill Graduate School of Business

Environmental Studies.. ES
    Faculty of Social Sciences

Exercise Science, Physical and Health Education ....EPHE
    Faculty of Education

Forest Biology .... FORB
    Faculty of Science

French...FRAN
    Faculty of Humanities

Geography..GEOG
    Faculty of Social Sciences

Germanic Studies .... GMST
    Faculty of Humanities

Graduate Studies by Special Arrangement.......................... GS
    Faculty of Graduate Studies

Greek and Roman Studies .... GRS
    Faculty of Humanities

Health Information Science .... HINF
    Faculty of Human and Social Development

History ....HSTR
    Faculty of Humanities

Human and Social Development..HSD
    Faculty of Human and Social Development

Indigenous Education..IED
    Faculty of Education

Indigenous Governance ....IGOV
    Faculty of Human and Social Development

Indigenous Health Studies ....INGH
    Faculty of Human and Social Development

Interdisciplinary Program ....INTD
    Faculty of Graduate Studies

International Management and Organization ....BUS

    Sardul S. Gill Graduate School of Business

Italian..ITAL

    Faculty of Humanities

Law..LAW

    Faculty of Law

Linguistics.. LING

    Faculty of Humanities

Marine Science.. MRNE

    Faculty of Science

Master of Business Administration... MBA

    Sardul S. Gill Graduate School of Business

Master of Business Administration + Master of Engineering ....
....MBME

    Sardul S. Gill Graduate School of Business

Master of Business Administration + Master of Science (CSC).......
    MBMS

    Sardul S. Gill Graduate School of Business

Master of Global Business.. MGB

    Sardul S. Gill Graduate School of Business

Mathematics... MATH

    Faculty of Science

Mechanical Engineering ....MECH

    Faculty of Engineering

Microbiology ....MICR

    Faculty of Science

Music .... MUS

    Faculty of Fine Arts

Neuroscience ....NRSC

    Division of Medical Sciences

Nursing... NURS

    Faculty of Human and Social Development

Nursing and Health Information Science ....NUHI

    Faculty of Human and Social Development

Nursing Policy and Practice..NURP

    Faculty of Human and Social Development

Nursing, Advanced Practice: Nurse Educator Option .... NUED

    Faculty of Human and Social Development

Nursing, Advanced Practice: Nurse Leadership Option ....NURA

    Faculty of Human and Social Development

Nursing, Advanced Practice: Nurse Practitioner Option ....NUNP

    Faculty of Human and Social Development

Pacific and Asian Studies ....PAAS

    Faculty of Humanities

Philosophy .... PHIL

    Faculty of Humanities

Physics..PHYS

    Faculty of Science

Political Science...POLI

    Faculty of Social Sciences

Psychology ....PSYC

    Faculty of Social Sciences

Public Administration .... ADMN

    Faculty of Human and Social Development

Public Administration Dispute Resolution...................................PADR

    Faculty of Human and Social Development

Public Health and Social Policy... PHSP

    Faculty of Human and Social Development

Slavic Studies...SLST

    Faculty of Humanities

Social Dimensions of Health ....SDHFaculty of Social Sciences

Social Work ....SOCW

    Faculty of Human and Social Development

Sociology...SOCI

    Faculty of Social Sciences

Spanish ....SPAN

    Faculty of Humanities

Statistics...STAT

    Faculty of Science

Theatre .... THEA

    Faculty of Fine Arts

Visual Arts...ART

    Faculty of Fine Arts

Writing...WRIT

    Faculty of Fine Arts

COURSES OF INSTRUCTION

UVIC CALENDAR 2015-16

HOW TO USE THE COURSE LISTINGS

Course Abbreviation and Number
Courses are listed alphabetically by course abbreviation of up to four letters (e.g., ANTH for Anthropology) and course number (e.g., 100). Three numbers are used for course number plus a letter as appropriate. The first number indicates the year level (0 for university-level upgrading, 1 to 4 for undergraduate level, 5 and 6 for graduate level, 7 for Education Professional Year and 8 for co-op work terms). See page 249 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.

For more information on how to read prerequisites, please see <www.uvic.ca/prereq>.

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). 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 vari-able credit courses.

SAMP 101   Units: 1.5   Hours: 3-0-1

Sample Course Name
Also: CD 100
Formerly: SAMP 100A and 100B
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 Undergraduate Registration Guide and Timetable, which is available after June from Undergraduate Admissions and Records.

Prerequisites: Admission to UVic
Grading: INP/COM, N or F

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

Notes
Notes provide information about any restrictions on the assignment of credit in cases where courses over-lap, as well as the maximum allow-able 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 38 for an explanation of grading abbreviations

Course descriptions do not include information on when courses will be offered.
That information is available online at <www.uvic.ca/timetable>.

ADMN
Public Administration
School of Public Administration
Faculty of Human and Social Development
Students enrolled in the MPA On Campus program should also see courses listed as PADR.

ADMN 502A   Units: **1.5**
Surveying, Appraising and Commissioning Information
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.

ADMN 502B   Units: **1.5**
Data Analysis & Interpretation
Develops skills in understanding, evaluating and applying techniques of data analysis relevant to policy analysis and management research. Topics include: descriptive and inferential statistics; techniques of estimation in the context of opinion polls and related survey research methods; statistical testing using data collected from survey research, correlational studies, and experimental and quasi-experimental research designs. The computer lab component will allow students to further develop spreadsheet skills using EXCEL.
Prerequisite(s):
• ADMN 502A or PADR 502A; or
• permission of the school.

ADMN 504   Units: **1.5**
Government and Governance
Provides a foundation that helps students build and refine their understanding of Canadian public sector governance. Focus is on key governance institutions and processes, the efforts made to reform them, and theories behind those reform initiatives and changes. Specifically, examines strategic governance challenges and reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.

ADMN 507   Units: **1.5**
Leadership and Ethics in the Public Sector
Public leadership requires an understanding of others and one's self in order to mobilize effort in challenging environments. Provides frameworks and practical strategies for understanding personal capacity, team dynamics, and working with others within and across organizational boundaries. Introduces students to competing values and ethics, and equips them with skills and strategies for analyzing, motivating and managing change and the challenges they may face.

ADMN 507A   Units: **1.5**
Public Sector Leadership: Teams, Self and Organization
An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. Introduces students to the internal and external challenges they may face in the work environment and equips them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations, with an emphasis in library sector leadership.
Note: *Credit will be granted for only one of ADMN 507A, ADMN 507, ADMN 507B.*
Prerequisite(s):
• ADMN 517A; and
• admission to Graduate Professional Certificate program in Library Sector Leadership.

ADMN 507B   Units: **1.5**
Public Sector Leadership: Teams, Self and Organization
An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. Introduces students to the internal and external challenges they may face in the work environment and equips 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 ADMN 507B, ADMN 507, ADMN 507A.*
Prerequisite(s):
• ADMN 517B; and
• admission to Graduate Professional Certificate program in Cultural Sector Leadership.

ADMN 509   Units: **1.5**
Microeconomics for Policy Analysis
Provides a foundation in microeconomic principles, the rationale for public sector interventions in the market, and essential tools for economic policy analysis. Students will be introduced to rational choice theory, resource allocation methods, supply and demand, efficiency and equity, elasticity, income redistribution, externalities, public goods, and imperfect information. Relies on practical problem-based learning. Contemporary themes include behavioral and nudge economics, economic inequality, and the moral economy.
Pre- or Corequisite(s):
• 502A or PADR 502A; and
• ADMN 504 or permission of the department.

ADMN 512   Units: **1.5**
Public Financial Management and Accountability
Explores the budgeting cycle: budget preparation and execution, internal and external auditing, financial statements, and performance budgeting and reporting. Examines management tools that support resource allocation decisions and accountability. Considers the rationale for alternative goods and services provision arrangements. Reviews evidence-based approaches for efficient resource allocation decisions, benchmarking performance, and incentives to motivate employees and contractors. Explores public sector fiscal challenges.
Pre- or Corequisite(s):
• 502A or PADR 502A; and
• ADMN 509 or permission of the department.

ADMN 517A   Units: **0.5**
Graduate Professional Certificate Orientation
Orients students enrolled in the Graduate Professional Certificate in Library Sector Leadership Program.
Prerequisite(s): *Admission to the Graduate Professional Certificate program in Library Sector Leadership.*
Grading: *INC, COM, N, F.*

ADMN 517B   Units: **0.5**
Graduate Professional Certificate Orientation
Orients students enrolled in the Graduate Professional Certificate in Cultural Sector Leadership Program.
Prerequisite(s): *Admission to the Graduate Professional Certificate program in Cultural Sector Leadership.*
Grading: *INC, COM, N, F.*

ADMN 523   Units: **to be determined**
Special Topics in Public Sector Management
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.*

ADMN 530   Units: **1.5**
Increasing Organizational Effectiveness: Working with Consultants
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.
Recommendation(s): *ADMN 504, and ADMN 507 or PADR 504 recommended prior to ADMN 530.*

ADMN 530A   Units: **1.5**
Increasing Organizational Effectiveness
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 ADMN 530A, ADMN 530, ADMN 530B.*
Prerequisite(s):
• ADMN 517A; and
• admission to Graduate Professional Certificate program in Library Sector Leadership.

ADMN 530B Units: **1.5**
Increasing Organizational Effectiveness
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 ADMN 530B, ADMN 530, ADMN 530A.*
Prerequisite(s):
• *ADMN 517B; and*
• *admission to Graduate Professional Certificate program in Cultural Sector Leadership.*

ADMN 531 Units: **1.5**
Performance and Strategic Human Resource Management
Students explore the critical role of human capital in public organizations and how to align it with strategic objectives. Students learn about human resource management functions - planning, staffing, training and development, performance management, compensation, and labour relations - and theories and approaches to improving organizational performance. Considers some of the contemporary challenges, such as high public expectations, constrained budgets, demographic turnover, and technological change.
Note: *Credit will be granted for only one of ADMN 531, ADMN 431.*
Prerequisite(s):
• *ADMN 507 or PADR 504; or*
• *permission of the school.*

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 ADMN 531A, ADMN 531, ADMN 531B.*
Prerequisite(s):
• *ADMN 517A; and*
• *admission to the Graduate Professional Certificate program in Library Sector Leadership.*

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 cultural 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 ADMN 531B, ADMN 531, ADMN 531A.*
Prerequisite(s):
• *ADMN 517B; and*
• *admission to the Graduate Professional Certificate program in Cultural Sector Leadership.*

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 ADMN 537, ADMN 437.*
Prerequisite(s):
• *ADMN 502A or PADR 502A; and*
• *ADMN 502B; or*
• *permission of the school.*

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.
Prerequisite(s):
• *For students admitted to MPA program:*
• *ADMN 502A or PADR 502A; and*
• *ADMN 502B and ADMN 509.*
• *For students not admitted to MPA program:*
• *permission of the school.*

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 interpretive 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.
Note: *Credit will be granted for only one of ADMN 547, ADMN 462, POLI 462.*
Recommendation(s): *ADMN 504 recommended prior to ADMN 547.*

ADMN 548 Units: **to be determined**
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 550 Units: **1.5**
Strategic Communication and Engagement
Communicating with and engaging stakeholders about policy priorities, problems, the design of policy and services, and implementation are crucial features of modern public and non-profit sector governance. Reviews theories, research, and practical strategies for identifying, analyzing and involving diverse groups in policy and program development, and developing multi-faceted communications strategies in the digital era. Students will also develop engagement and communications strategies.
Note: *Credit will be granted for only one of ADMN 550, ADMN 470 (if taken with same topic).*

ADMN 551 Units: **1.5**
Formerly: **551A and 551B.**
Administrative Justice System in Canada
Examines constitutional and administrative law structures and principles that underlie Canada's administrative justice system. Students develop critical understanding of (1) characteristics of federal and provincial systems, (2) legal principles under which statutory decision-making is done, (3) process and principles applied to development of administrative justice system legislation, (4) breadth and influence of tribunal decisions on activities of Canadians. Examples are drawn from federal and provincial levels; comparisons to US, UK and France as appropriate.
Note: *Credit will be granted for only one of ADMN 551, ADMN 551A, ADMN 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/Canadian 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 public managers; work with colleagues to establish what actions would be morally defensible in real administrative and policy making situations; and consider what steps can be taken to enhance responsible public management.
Note: *Credit will be granted for only one of ADMN 554, ADMN 422, PADR 503.*

ADMN 556   Units: **1.5**
Managing Public Policy
Examines the theory and practice of public policy emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to provide students a thorough understanding of public policy and dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of multi-level and multi-sector governance, and addresses the involvement of key players such as the courts, media, and other prominent stakeholders.

Prerequisite(s):
- *All of ADMN 502A, ADMN 504, ADMN 509, ADMN 512, ADMN 550; or*
- *permission of the department.*

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 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 ADMN 577, ADMN 477, ADMN 411.*

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 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. This course will have a specific focus on the library sector.

Note: *Credit will be granted for only one of ADMN 577A, ADMN 411, ADMN 477, ADMN 577, ADMN 577B.*

Prerequisite(s):
- *ADMN 517A; and*
- *admission to the Graduate Professional Certificate program in Library Sector Leadership.*

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 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. This course will have a specific focus on the cultural sector.

Note: *Credit will be granted for only one of ADMN 577B, ADMN 411, ADMN 477, ADMN 577, ADMN 577A.*

Prerequisite(s):
- *ADMN 517B; and*
- *admission to the Graduate Professional Certificate program in Cultural Sector Leadership.*

ADMN 578   Units: **1.5**
European Union Urban Region Policies
Compares issues associated with the politics, policy analysis, and policy environment of cities and urban regions in the European Union (EU), including integration issues and Canada. Considers ways in which the EU intervenes to improve the policy capacity of urban/regional governments, looking at broad issues of economic development and growth, equity and redistribution in comparative perspective. Focuses on the responsibilities, functions, resources, bureaucracy, and multilevel governance issues linking the federal/state/local governments.

Note: *Credit will be granted for only one of ADMN 578, ADMN 478, ADMN 548 (if taken in the same topic).*

ADMN 579   Units: **1.5**
European Union Border Region Policies
Introduces students to the various complexities of European Union (EU) border policy making processes. Students compare EU policy and policy-making with the Canada-US and US-Mexico borders, studying specific issues including cross border trade flows, immigration, environmental issues, government activities including security, and the activities of local and regional communities spanning borderlands. Studies and reflects upon complex policy-making and multilevel governance mechanisms that are increasingly typical in the EU and Canada.

Note: *Credit will be granted for only one of ADMN 579, ADMN 479, ADMN 548 (if taken in the same topic).*

ADMN 580   Units: **1.5**
Qualitative Evaluation Methods and Applications
Explores the principles and practices of effective qualitative evaluation methods: planning; design strategies; data collection, analysis and reporting. coursework includes: selecting appropriate design strategies and sampling methods; collecting data using in-depth, open-ended interviews, fieldwork-based observations, participant observation, and documents; analyzing large volumes of qualitative data to produce clear, credible and relevant findings. The course will also examine strategies for integrating multiple lines of qualitative findings in evaluations.

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.

Note: *Credit will be granted for only one of ADMN 581, ADMN 681.*

Prerequisite(s):
- *ADMN 502B; or*
- *permission of the school.*

ADMN 582   Units: **1.5**
Topics in Program Evaluation, Performance Measurement, Performance Management and Knowledge Management
Designed to explore contemporary issues and problems in the field of evaluation and performance management. Topics will be selected for each offering of the course; examples of topics to be included are: contribution analysis; gaming of performance measurement; professionalizing evaluation; managing knowledge creation and its uses in complex organizations; understanding and influencing organization cultures to increase and sustain knowledge utilization; audit and evaluation; comparative evaluation; and evaluation in developing countries.

ADMN 590   Units: **to be determined**
Directed Studies
Notes:
- *May be taken more than once for credit in different topics with permission of the school.*
- *Pro Forma required.*

ADMN 596   Units: **4.5**
Evaluation Project
The evaluation project is a substantial evaluation of a policy or program designed and conducted for a public sector or non-profit organization. Each evaluation project will have a client and will be supervised by a faculty member in the School of Public Administration. The completed project report will be assessed by a committee consisting of the academic supervisor, a second reader (both members of the School of Public administration), and the client for the project.

Grading: *INP, COM, N F.*

ADMN 598   Units: **4.5**
Master's Project
Requires a substantial analysis of a management, policy or program problem for a client in the nonprofit or public sector. The Master's Project is completed in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. A written project report is defended in an oral examination. For more information, please refer to the School of Public Administration website.

Grading: *INP, 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 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.
Grading: *INP, 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: *INP, 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**
Also: **POLI 610**
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.
Note: *Credit will be granted for only one of ADMN 604, POLI 610.*

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 ADMN 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, accountabilities, and program reviews. Topics include meta-analysis, cost-benefit analysis, quasi-experiments, program evaluation, performance measurement, smart practices, and other quantitative and qualitative methodologies. 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**
Quantitative Methods for Public Policy Analysis and Program Evaluation
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.
Note: *Credit will be granted for only one of ADMN 681, ADMN 581.*

ADMN 690   Units: **1.0-3.0**
Directed Studies
Notes:
• *May be taken more than once for credit in different topics with permission of the school.*
• *Pro Forma required.*

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: *INP, COM, N, F*

ADMN 699   Units: **30.0**
Dissertation
Prerequisite(s): *ADMN 693.*
Grading: *INP, COM, N, F*

AHVS

Art History and Visual Studies
Department of Art History and Visual Studies
Faculty of Fine Arts

AHVS 501   Units: **1.5**
Formerly: **HA 501**
Colloquium in Theories and Practices
Notes:
• *Credit will be granted for only one of AHVS 501, HA 501.*
• *A compulsory seminar for all master's students.*

AHVS 502   Units: **1.5**
Formerly: **HA 502**
Special Topics in Art History and Visual Studies
Note: *Credit will be granted for only one of AHVS 502, HA 502.*

AHVS 509   Units: **1.5**
Formerly: **HA 509**
Workshop in Art Historical Writing
Notes:
• *Credit will be granted for only one of AHVS 509, HA 509.*
• *A compulsory workshop.*
Prerequisite(s): *AHVS 501 or HA 501.*

COURSE LISTINGS AHVS

AHVS 520   Units: **1.5**
Formerly: **HA 520**
Seminar in Medieval Art
Note: *Credit will be granted for only one of AHVS 520, HA 520.*

AHVS 530   Units: **1.5**
Formerly: **HA 530**
Seminar in the Arts of South and/or Southeast Asia
Note: *Credit will be granted for only one of AHVS 530, HA 530.*

AHVS 535   Units: **1.5**
Formerly: **HA 535**
Seminar in Late Medieval and Early Renaissance Art, c. 1200-1500
Note: *May be taken more than once for credit in different topics.*

AHVS 540   Units: **1.5**
Formerly: **HA 540**
Seminar in Renaissance Art
Note: *Credit will be granted for only one of AHVS 540, HA 540.*

AHVS 545   Units: **1.5**
Formerly: **HA 545**
Seminar in Early Modern Art, c. 1500-1750
Note: *Credit will be granted for only one of AHVS 545, HA 545.*

AHVS 549   Units: **1.5**
Formerly: **HA 549**
Seminar in Orientalism in Art and Architecture
Note: *Credit will be granted for only one of AHVS 549, HA 449, HA 549.*

AHVS 550   Units: **1.5**
Formerly: **HA 550**
Seminar in Islamic Art and Civilization
Note: *Credit will be granted for only one of AHVS 550, HA 550.*

AHVS 552   Units: **1.5**
Formerly: **HA 552**
Seminar in the Arts of Mughal India
Note: *Credit will be granted for only one of AHVS 552, HA 552.*

AHVS 553   Units: **1.5**
Formerly: **HA 553**
Seminar in the Arts of Safavi Iran
Note: *Credit will be granted for only one of AHVS 553, HA 553.*

AHVS 554   Units: **1.5**
Formerly: **HA 554**
Seminar in 19th- and/or 20th-Century Architecture
Note: *Credit will be granted for only one of AHVS 554, HA 465, HA 554.*

AHVS 555   Units: **1.5**
Formerly: **HA 555**
Seminar in Canadian Art
Note: *Credit will be granted for only one of AHVS 555, HA 555.*

AHVS 560   Units: **1.5**
Formerly: **HA 560**
Seminar in Modern Art I (1870-1945)
Note: *Credit will be granted for only one of AHVS 560, HA 560.*

AHVS 561   Units: **1.5**
Formerly: **HA 561**
Seminar in Modern Art II (1945-1990)
Note: *Credit will be granted for only one of AHVS 561, HA 561.*

AHVS 563   Units: **1.5**
Formerly: **HA 563**
Seminar in Political Art
Note: *Credit will be granted for only one of AHVS 563, HA 563.*

AHVS 564   Units: **1.5**
Formerly: **HA 564**
Seminar in Contemporary Art
Note: *Credit will be granted for only one of AHVS 564, HA 564.*

AHVS 565   Units: **1.5**
Formerly: **HA 565**
Seminar in Contemporary North American Indigenous Arts
Note: *Credit will be granted for only one of AHVS 565, HA 565.*

AHVS 570   Units: **1.5**
Formerly: **HA 570**
Seminar in East Asian Art
Note: *Credit will be granted for only one of AHVS 570, HA 570.*

AHVS 571   Units: **1.5**
Formerly: **HA 571**
Seminar in the Arts of China
Note: *Credit will be granted for only one of AHVS 571, HA 571.*

AHVS 578   Units: **1.5**
Formerly: **HA 578**
Seminar in Theory & Film Culture
Note: *Credit will be granted for only one of AHVS 578, HA 578.*

AHVS 580   Units: **1.5**
Formerly: **HA 580**
Topics in Cultural Resource Management
Note: *Credit will be granted for only one of AHVS 580, HA 580.*
Prerequisite(s): *Permission of the department.*

AHVS 582   Units: **1.5**
Formerly: **HA 582**
Seminar in Indigenous Arts
Note: *Credit will be granted for only one of AHVS 582, HA 482, HA 582.*

AHVS 584   Units: **1.5**
Formerly: **HA 584**
Seminar in Contemporary Art: The Pacific Northwest
An intensive study of a selected aspect of Pacific Northwest art. Content will vary from year to year.
Notes:
• *Credit will be granted for only one of AHVS 584, HA 584.*
• *May be taken more than once with permission of the department.*

AHVS 590   Units: **1.5**
Formerly: **HA 590**
Directed Studies MA Level
Notes:
• *Credit will be granted for only one of AHVS 590, HA 590.*
• *Pro Forma required.*

AHVS 593   Units: **1.5**
Formerly: **HA 593**
Seminar on the Williams Collection
An intensive study of selected aspect of the Williams Collection. Topics will vary.
Notes:
• *Credit will be granted for only one of AHVS 593, HA 593.*
• *May be taken more than once with permission of the department.*
• *Several classes may be taught at area museums and galleries.*

AHVS 598   Units: **4.5**
Formerly: **HA 598**
Research Paper
An extended research paper of approx. 10,000 words which will also be presented to a public audience.
Notes:
• *Credit will be granted for only one of AHVS 598, HA 598.*
• *Required for MA students who elect the Research Paper Option.*
Grading: *INP, COM, N, F*

AHVS 599   Units: **7.5**
Formerly: **HA 599**
MA Thesis
Note: *Credit will be granted for only one of AHVS 599, HA 599.*
Grading: *INP, COM, N, F*

AHVS 601   Units: **1.5**
Formerly: **HA 601**
Colloquium in Theories and Practices
Notes:
• *Credit will be granted for only one of AHVS 601, HA 601.*
• *A compulsory course for all doctoral students, except for students who have credit for AHVS 501.*

AHVS 609   Units: **1.5**
Formerly: **HA 609**
Workshop in Art Historical Writing
Notes:
• *Credit will be granted for only one of AHVS 601, HA 601.*
• *A compulsory workshop.*

AHVS 690   Units: **1.5-6.0**
Formerly: **HA 690**
Directed Studies PhD Level
Notes:
• *Credit will be granted for only one of AHVS 690, HA 690.*
• *Pro Forma required.*

AHVS 693   Units: **3.0**
Formerly: **HA 693**
Candidacy Exam
Notes:
• *Credit will be granted for only one of AHVS 693, HA 693.*
• *This is a required 3-unit Candidacy Preparation which must be passed within 3 years of registration.*
Grading: *INP, COM, N, F*

AHVS 699   Units: **30.0**
Formerly: **HA 699**
PhD Dissertation
Note: *Credit will be granted for only one of AHVS 699, HA 699.*
Prerequisite(s): *AHVS 693 or HA 693*
Grading: *INP, COM, N, F*

ANTH

Anthropology
Department of Anthropology
Faculty of Social Sciences

ANTH 500   Units: **1.5**
Seminar in Anthropological Theory
Diverse perspectives in anthropological thought, focussing on epistemological issues, integrative practice among anthropology's subfields, the collaborative dimensions of anthropological research, and implications for ethically engaged community-based research.
Prerequisite(s): *Permission of the program.*

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.
Prerequisite(s): *Permission of the program.*

ANTH 510A   Units: **1.5**
Social Organization

ANTH 510B   Units: **1.5**
Economic Anthropology

ANTH 510C   Units: **1.5**
Political Anthropology

ANTH 510D   Units: **1.5**
Anthropology of Religion

ANTH 510E   Units: **1.5**
Symbolic Anthropology

ANTH 510F   Units: **1.5**
Cultural Ecology

ANTH 510G   Units: **1.5**
Cultural Change

ANTH 510H   Units: **1.5**
Medical Anthropology

ANTH 511   Units: **1.5**
Formerly: **501**
Advanced Research Seminar in Inequality, Culture and Health
In-depth and critical survey of current issues, topics, theory and method in anthropology, with particular emphasis on inequality and health.
Note: *Credit will be granted for only one of ANTH 511, ANTH 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 520   Units: **1.5**
Specialized Themes in Anthropology
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following.
Note: *May be taken more than once for credit in different topics with permission of the department.*
Prerequisite(s): *Permission of the program.*

ANTH 520A   Units: **1.5**
Themes in Sociocultural Anthropology

ANTH 520B   Units: **1.5**
Themes in Archaeology

ANTH 520C   Units: **1.5**
Themes in Biological 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 a geographic area of the student's interest.
Note: *May be taken more than once for credit in different topics with permission of the department.*
Prerequisite(s): *Permission of the program.*

ANTH 541   Units: **1.5**
Formerly: **540**
Advanced Research Seminar in Indigenous Peoples in Historic and Contemporary Contexts
In-depth and critical survey of current issues, topics, theory and method relating to indigenous peoples in historic (archaeological) and contemporary contexts.
Note: *Credit will be granted for only one of ANTH 541, ANTH 540.*

ANTH 542   Units: **1.5**
Archaeology of a Selected Area
Prerequisite(s): *Permission of the program.*

ANTH 551   Units: **1.5**
Formerly: **550**
Advanced Research Seminar in Ecology and Evolution
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 ANTH 550, ANTH 551.*

ANTH 552   Units: **1.5**
Selected Topics in Biological Anthropology
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:
Prerequisite(s): *Permission of the program.*

ANTH 552A   Units: **1.5**
Applied Topics in Osteological Methods
Prerequisite(s): *Permission of the program.*

ANTH 552D   Units: **1.5**
Primatology
Prerequisite(s): *Permission of the program.*

ANTH 552E   Units: **1.5**
Advanced Topics in Biological Anthropology
Prerequisite(s): *Permission of the program.*

ANTH 561   Units: **1.5**
Also: **LING 560**
Selected Topics in Linguistic Anthropology

ANTH 571   Units: **1.5**
Advanced Research Seminar in Visual Anthropology and Materiality
In-depth and critical survey of current issues, topics, theory and method relating to visual anthropology and materiality in historical and contemporary contexts.

ANTH 590   Units: **1.5-3.0**
Directed Studies
Prerequisite(s): *Permission of the program.*

ANTH 597   Units: **0.0-3.0**
Thesis Proposal Development
Offered every term, for MA students who are preparing their thesis proposals. After the proposal is approved, students enrol in 599.
Grading: *INP, COM, N, F*

ANTH 598   Units: **0**
Comprehensive Examinations
Note: *Enrolment restricted to non-thesis MAs only.*
Grading: *INP, COM, N, F*

ANTH 599 Units: **7.5**
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
In-depth and critical survey of current issues, topics, theory and method in anthropology, with particular emphasis on inequality and 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, assistance with the organization of the colloquia 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 Historic and Contemporary Contexts
In-depth and critical survey of current issues, topics, theory and method relating to indigenous peoples in historic (archaeological) and contemporary contexts.

ANTH 651 Units: **1.5**
Advanced Research Seminar in Ecology and Evolution
In-depth and critical survey 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 671 Units: **1.5**
Advanced Research Seminar in Visual Anthropology and Materiality
In-depth and critical survey of current issues, topics, theory and method relating to visual anthropology and materiality in historical and contemporary contexts.

ANTH 690 Units: **1.5**
Specialized Directed Study
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:

ANTH 690A Units: **1.5**
Specialized Directed Study in Contemporary Indigenous Peoples

ANTH 690B Units: **1.5**
Specialized Directed Study in Historic Indigenous Peoples

ANTH 690C Units: **1.5**
Specialized Directed Study in Inequality, Culture, Health

ANTH 690D Units: **1.5**
Specialized Directed Study in Evolution and Ecology

ANTH 690E Units: **1.5**
Specialized Studies in Method and Theory

ANTH 690F Units: **1.5**
Specialized Directed Study in Visual Anthropology and Materiality

ANTH 693 Units: **3.0**
PhD Candidacy Examinations
Students enroll in ANTH 693 while completing their candidacy requirements. In addition to completing their coursework, PhD students must fulfill the language requirement, pass their comprehensive examinations, and defend their dissertation proposal in order to advance to candidacy.
Grading: *INP, COM, N, F*

ANTH 699 Units: **20**
PhD Dissertation
Prerequisite(s): *ANTH 693.*
Grading: *INP, COM, N, F*

ART

Visual Arts
Department of Visual Arts
Faculty of Fine Arts

ART 500 Units: **9.0**
First Year Drawing

ART 501 Units: **9.0**
Second Year Drawing

ART 511 Units: **9.0**
First Year Painting

ART 512 Units: **9.0**
Second Year Painting

ART 521 Units: **9.0**
First Year Sculpture

ART 522 Units: **9.0**
Second Year Sculpture

ART 541 Units: **9.0**
First Year Photography

ART 542 Units: **9.0**
Second Year Photography

ART 551 Units: **9.0**
First Year Digital Media

ART 552 Units: **9.0**
Second Year Digital Media

ART 570 Units: **3.0**
Directed Study
An independent study course normally taken during the term between the student's first and second year.

ART 580 Units: **6.0**
First Year Seminar

ART 581 Units: **6.0**
Second Year Seminar
The graduate seminar meets weekly, serving as a forum for active investigation of contemporary art practices as they pertain to student and faculty research areas. The seminar also serves as an occasional forum for visiting artists and critics. Students are expected to make presentations based on their work and research, to participate actively in discussion and to demonstrate their critical and analytical abilities in dealing with the material presented.

ART 598 Units: **0**
MFA Degree Exhibition
This final exhibition will be the major source of evaluation for the student's attainment of the MFA and should be regarded as the equivalent of the scholarly thesis of an academic discipline. The degree exhibition will be evaluated by the student's committee which will submit its decision to the department for approval. Graduating students will speak to their work and answer questions from the examining committee. The committee may ask questions about the cultural, social and theoretical relations apparent in the student's work. Students are required to provide documentation of their graduating exhibition which will be on file in the department. This documentation will take the form of slides, photographs, videotapes or other forms appropriate to the student's production.
Grading: *INP, COM, N, F*

ASTR

Astronomy
Department of Physics and Astronomy
Faculty of Science

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 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**
A Theoretical Perspective on Galaxies
The current theoretical framework for understanding the formation and evolution of galaxies and galaxy systems. Topics may include the origin of the initial density perturbations during inflation, the hierarchical clustering paradigm, the physics driving the evolution of cosmic baryons, and the latest tools used by theorists to study structure formation.

ASTR 505 Units: **1.5**
An Observational Perspective on 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 Archaeology
The properties of stars and stellar populations in the Milky Way Galaxy. Topics may include stellar chemistry and the analysis of model atmosphere, stellar and cluster kinematics, astronomical instrumentation, and big data surveys.

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 in different topics.*

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). Multiwavelength 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.

ASTR 560 Units: **0**
Colloquium
Weekly physics and astronomy colloquium.
Grading: *INP, COM, N, F*

ASTR 561 Units: **1.5**
Student Seminar (MSc)
Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing astronomical research. This is a continuing course that is taken throughout the MSc program, but credit is not granted until completion of the program.
Grading: *INP, COM, N, F*

ASTR 580 Units: **1.0-3.0**
Directed Studies
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

ASTR 661 Units: **1.5**
Student Seminar (PhD)
Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing astronomical research. This is a continuing course that is taken throughout the PhD program, but credit is not granted until completion of the program.
Grading: *INP, COM, N, F*

BCMB

Biochemistry and Microbiology
Department of Biochemistry and Microbiology
Faculty of Science

BCMB 500 Units: **1.5**
Critical Thinking in Biochemistry and Microbiology
Allows students to develop their oral presentation and written communication skills and provides students with training in critical analysis of data and peer-reviewed publications.

BCMB 531 Units: **0.5**
Scientific Writing for Biomedical Research
Exploration of the techniques and strategies of effective scientific writing for knowledge dissemination, grant submission, and peer-reviewed journals. Class time will be used to discuss examples from the current literature, from the popular press and from fellow students.

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 ultracentrifuge, 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 diffractometers, 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 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 bacteriophage 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 biological and biochemical 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 541   Units: **0.5**
An Introduction to Clinical Oncology for Cancer Researchers
Intended for graduate students with an interest in cancer research. Students are exposed to concepts of modern oncology from a clinical perspective, including pathology, radiation therapy, systemic therapy, and even psychological support. The goal is to provide a "real world" view of the progress and challenges associated with cancer diagnosis and treatment. Includes lectures by practicing physicians and other clinical staff, as well as 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 589   Units: **0.5-1.5**
Special Topics in Biochemistry or Microbiology
Instruction in a specific or highly specialized aspect of biochemistry or microbiology not otherwise offered in the department's graduate programs.
Note: *May be taken more than once for credit in different topics to a maximum of 1.5 units.*

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.
Prerequisite(s):
• *One of BCMB 580, BIOC 580, MICR 580; or*
• *permission of the department.*
Grading: *INP, COM, N, F*

BCMB 693   Units: **3.0**
PhD Candidacy Examination
Students enrol in BCMB 693 upon provisional transfer to the BIOC or MICR PhD program and remain enrolled until all candidacy requirements are complete.
Grading: *INP, COM, N, F*

BIOC

Biochemistry
Department of Biochemistry and Microbiology
Faculty of Science

BIOC 570   Units: **0.5-3.0**
Directed Studies in Biochemistry
A wide range of biochemical topics will be available for assignments. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.
Notes:
• *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
Corequisite(s): *BCMB 693.*
Grading: *INP, COM, N, F*

BIOL

Biology
Department of Biology
Faculty of Science

BIOL 500   Units: **1.5**
History of Biology
The historical development of the major techniques and ideas of biology, including the significance of the important historical contributors to biology.
Notes:
• *Credit will be granted for only one of BIOL 500, BIOL 400.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 509B   Units: **1.5**
Neurobiology: Molecules to Behaviour
Cellular and molecular biology of excitable cells and mechanisms of intercellular communication. Evolution and functional organization of central nervous systems. Motor systems and mechanisms of coordination. Sensory biology. Interactions of genes, development, and experience in molding nervous systems and behaviour.
Notes:
• *Credit will be granted for only one of BIOL 509B, BIOL 409A, BIOL 367.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 509D   Units: **1.5**
Ion Channels: Structure and Function
Electrical signals in neurons are produced by voltage-gated and ligand-gated ion channels. Any disturbance in the function of ion channels can lead to major neurological disorders. This course will allow students to learn the structure and function of some of the major voltage- and ligand-gated ion channels. Mechanisms of ligand binding, gating and ion selectivity will be covered. The structure of the course will be based primarily on critical discussion of research papers.

BIOL 513   Units: **1.5**
Developmental Biology
Cellular and molecular mechanisms underlying animal development: fertilization, gastrulation, body axis formation and patterning, formation of the eye, nervous system, neural crest, limb, germ cells and gonads. Emphasis on human developmental disorders, experimental design and hypothesis testing.
Notes:
• *Credit will be granted for only one of BIOL 513, BIOL 309.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 516   Units: **1.5**
Neuroethology
Examination of the neural basis of behaviour. Insights into the neuronal organization of behaviour through examination of neural solutions that have evolved in animals to solve problems encountered in their particular environments. Examples in individual species will be used to illustrate how neuronal systems integrate information to shape behaviour in a real-world context. Critical evaluation of research papers and seminar presentations based on the primary literature will be emphasized.
Notes:
• *Credit will be granted for only one of BIOL 516, BIOL 448.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 518   Units: **1.5**
Electron Microscopy for the Biological Sciences
An introduction to the principles and basic techniques of biological electron microscopy emphasizing common preparative methods for transmission and scanning electron microscopy of biological samples. A final report illustrated by the student's electron photomicrographs is required.
Prerequisite(s): *Permission of the department.*

BIOL 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; Southern blot analysis; mRNA extraction and Northern blot analysis; expression vectors; and polymerase chain reaction will be performed.

BIOL 521   Units: **1.5**
Advanced Topics in Marine and/or Freshwater Algae
Phytoplankton eco-physiology, and connections between phytoplankton physiology and broad oceanographic issues, such as the dynamics of nutrient cycling, carbon export, paleoceanographic proxies, ocean warming and marine ecosystem changes.

BIOL 522   Units: **1.5**
Sensory Biology
Cellular and molecular mechanisms underlying sensory systems: sensory receptor coding logic, signal transduction, neuronal circuitry, developmental biology, comparative analysis of model organisms, related clinical disorders and therapeutic strategies. Focus placed on recent advances in the primary literature and on promoting skills for developing hypotheses and designing experiments.
Notes:
• *Credit will be granted for only one of BIOL 522, BIOL 404.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 532   Units: **1.5**
Molecular Endocrinology
Basic and molecular aspects of endocrinology. Brain hormones and their precursors, insulin and its receptor, gene-associated peptides, new glycoprotein hormones, growth factors, steroids, the superfamily of steroid and thyroid receptors, pheromones, oncogenes, immunoendocrinology and environmental endocrinology.
Notes:
• *Credit will be granted for only one of BIOL 532, BIOL 432.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 535   Units: **1.5**
Formerly: **BIOL 555**
Topics in Evolutionary Biology
A lecture and discussion course dealing with the processes of evolution. Topics vary, and may include one or more of the following: microevolutionary and macroevolutionary processes, speciation mechanisms, phylogeny reconstruction, molecular evolution, genetic basis of morphological change. Areas of current controversy will be explored.
Note: *Credit will be granted for only one of BIOL 535, BIOL 555.*

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 genomics, animal models of diseases, molecular pathology and gene therapies.
Notes:
• *Credit will be granted for only one of BIOL 536, BIOL 436.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 538   Units: **1.5**
Also: **FORB 538**
Nutrient Cycling and Prokaryotes
An introduction to prokaryotes (bacteria and archaea) and their role in nutrient cycling in forests, lakes and oceans. Diversity and evolution of populations and communities of prokaryotes and their role in the major biogeochemical cycles: carbon, nitrogen, sulfur. Genetic, biochemical, physiological and ecological aspects of processes such as nitrogen fixation and methanogenesis; design of experimental approaches to assess cycling of elements in forests, lakes and oceans by prokaryotes.
Notes:
• *Credit will be granted for only one of BIOL 538, BIOL 438, FORB 538.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 540   Units: **1.5**
Molecular Epidemiology
Basic principles and applications of molecular epidemiology in epidemiological research on infectious and chronic diseases as well as risk factors in human populations. An overview of terminology and definitions, the use of statistics, and ethical consideration.
Notes:
• *Credit will be granted for only one of BIOL 540, BIOL 439.*
• *A combined undergraduate and graduate course. Please contact instructor for more information.*

BIOL 543   Units: **1.5**
Critical Evaluation of Emerging Ecological Issues
Students will review controversial and current topics in ecology. A list of topics will be provided that cover freshwater, marine and terrestrial ecology. Students will be required to select two topics, at least one of which is outside their own area of research. Each student will submit thorough bibliographic searches, make two oral presentations covering the critical analysis of each topic, and actively participate during the oral presentations of the other students.

BIOL 544   Units: **1.5**
Molecular Evolution
An advanced study of the evolution of genomes and macromolecules. Topics include: genome projects, mechanisms, patterns and consequences of molecular change, gene and species evolution, population genetics, polymorphism and disease prebiotic evolution and the evolution of life. Students will be expected to do considerable outside reading from books and journals. Class will involve lectures, discussion and individual presentations.

BIOL 550   Units: **1.0-6.0**
Directed Studies
Notes:
• *May be taken more than once in any of the below areas under the appropriate faculty member.*
• *Pro Forma required.*

BIOL 550A   Units: **1.0-6.0**
Evolution
Notes:
• *May be taken more than once for credit in different topics with permission of the department.*
• *Pro Forma required.*

BIOL 550B   Units: **1.0-6.0**
Ecology
Notes:
• *May be taken more than once for credit in different topics with permission of the department.*
• *Pro Forma required.*

BIOL 550C   Units: **1.0-6.0**
Physiology
Notes:
• *May be taken more than once for credit in different topics with permission of the department.*
• *Pro Forma required.*

BIOL 550D   Units: **1.0-6.0**
Cell Biology
Notes:
• *May be taken more than once for credit in different topics with permission of the department.*
• *Pro Forma required.*

BIOL 550E   Units: **1.0-6.0**
Molecular Biology
Notes:
• *May be taken more than once for credit in different topics with permission of the department.*
• *Pro Forma required.*

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 561   Units: **1.5**   Hours: **3-0-1**
Fisheries Ecology and Management
An examination of the basic principles of fisheries ecology and population dynamics and how they are used as the basis for stock assessment and fisheries management. Topics include: current issues in BC, Canadian and global fisheries; growth, mortality, reproduction and recruitment; stock-recruitment and age-structured fisheries models; fisheries management tactics and strategies.
Prerequisite(s): *Permission of the department.*

BIOL 563   Units: **1.5**
Also: **STAT 563**
Topics in Applied Statistics
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric and robust methods, meta-analysis, miscellaneous techniques.
Note: *Joint with STAT 563.*

BIOL 564   Units: **0.5-1.5**
Biology Workshop
Advanced workshops providing intensive theoretical and practical training in thematic areas of biology. Workshops are designed to provide the tools for experimental design to address biological questions at all levels from the genome to the whole organism.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

BIOL 599   Units: **12.0**
Thesis
Grading: *INP, COM, N, F*

BIOL 693   Units: **3.0**
PhD Candidacy Examination
Students enrol in BIOL 693 upon registering in the PhD program (or upon switching to the PhD program from the MSc program) and remain enrolled until all candidacy requirements are complete.
The candidacy examination must be held within 21 months of a student entering the PhD program. Students transferring from the MSc to the PhD program must complete the exam within 18 months from their entry into the PhD.
Grading: *INP, COM, N, F*

BIOL 699   Units: **ranges from 24 to 39**
PhD Dissertation
Corequisite(s): *BIOL 693.*
Grading: *INP, COM, N, F*

BUS

International Management and Organization
Peter B. Gustavson School of Business

BUS 601   Units: **1.5**
Research Foundations
Builds a strong foundation for PhD studies in the field of international management and organization. Covers what the academe is and the academic's role in the Academy as well as in the greater societal context, the role of the academe with respect to international business practice, philosophy of science with respect to the management literature, the historical development of the management literature, what constitutes good management research.

BUS 603   Units: **1.5**
Strategy
Examines the current state of knowledge in strategic management. Topics may include the sources of competitive advantage, the role of industry evolution and technology, the organization of top management, and managerial decision-making and cognition. Introduces alternative theoretical perspectives and available empirical evidence related to these topics.

BUS 604   Units: **1.5**
Business and Sustainability
Changing societal and ecological dynamics, from global to local levels, are rapidly shaping new landscapes for the management of organizations - affecting their institutional contexts, interactions with an expanding range of stakeholders, strategic priorities and operational realities. Rethinking the role of business in society has added new concepts to organization theory, including corporate social responsibility, ecological sustainability and resilience, triple-bottom line management, natural capital, shared or sustainable value creation and social entrepreneurship.

BUS 605   Units: **1.5**
Comparative Human Resource Management
Focuses on human resource management (HRM) practices and outcomes in international organizations, as well as identifies causal factors accounting for differences across nations in HRM structures, practices and outcomes.

BUS 606   Units: **1.5**
Micro Organizational Behaviour
Focuses on the behaviour of individuals and groups in organizations. Introduces several key topics in the field and aims for a critical analysis of each topic to develop a framework for understanding the breadth and depth of the research done to date in each topic and to identify the gaps in the literature. Covers the major theories and empirical research, including conceptual and methodological issues.

BUS 607   Units: **1.5**
Macro Organizational Theory
Introduces the major schools of thought in organization and management theory. Considers the development of the field, major and foundational works in these schools of thought, and provides a cognitive map with which to evaluate contemporary research and debates. Provides understanding of the strengths and weaknesses of each major perspective.

BUS 640   Units: **1.5**
Research Methods Fundamentals
Builds methodological foundation for organizational research and provides an overview of a broad range of research methodologies for organizational research. Topics include an overview of quantitative and qualitative research methods, theory building process, reliability and validity, mediation and moderation, survey research design, and a brief introduction to Structural Equation Modeling and Experimental Design.

BUS 641   Units: **1.5**
Mixed-Methods Research Design
Provides a conceptual and practical understanding of combining traditional quantitative research methods with ethnographic, qualitative and other non-traditional research methodologies to advance theory in management research. Develops skills in evaluating the appropriateness of the research design to the research question, the adequacy of the methodology and evidence used to support claims made, and the persuasiveness of the arguments.
Prerequisite(s): *BUS 640 or permission of the program.*

BUS 650   Units: **0.5-4.5**
Selected Topics in Research Methods and Analysis
Course content will reflect faculty members' research expertise and current Management research methodological approaches. Topics may include advanced statistical techniques and research methodologies. 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 to a maximum of 9 units.*
Grading: *INP, COM, N, F*

BUS 655   Units: **1.5**
Global Management and Society I
Provides an overview of international business and management with special emphasis on the environmental and societal impact of global organizations over two semesters. Covers a team-taught, integrative survey of selected topics introducing students to a variety of theoretical and disciplinary perspectives laying down a strong foundation for understanding today's complex global organizational realities.

BUS 656   Units: **1.5**
Global Management and Society II
Further develops topics covered in BUS 655.
Prerequisite(s): *BUS 655 or permission of the program.*

BUS 670   Units: **3.0**
Academic Career Development
Provides a holistic viewpoint on the life and work of a management professor towards a fulfilling academic career. Focuses on professional development skills and understandings, including research, teaching, presenting, and being a positive contributing member of the academe.
Grading: *INP, COM, N, F*

BUS 687   Units: **0**
Teacher Training
Under guidance of a senior faculty member, PhD students will participate in training as teachers.
Note: *Pro Forma required.*
Grading: *INP, COM, N, F*

BUS 688   Units: **0**
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.
Notes:
• *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 two written content exams on core subject material and a critical review of an empirical research 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 to a maximum of 20 units.*
Grading: *INP, COM, N, F*

BUS 699   Units: **15**
PhD Dissertation
Corequisite(s): *BUS 693.*
Grading: *INP, COM, N, F*

CD
Community Development
School of Public Administration
Faculty of Human and Social Development

CD 501   Units: **1.5**
Anchoring a Change Agenda: Foundations
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.
Prerequisite(s):
• *Admission to MA program in Community Development; or*
• *permission of the program.*

CD 504   Units: **1.5**
Practices and Perspectives on Forging Change
The ideologies, assumptions, and practices of diverse models of change that engage citizens, organizational and institutional stakeholders for social benefit will be explored. Introduces a range of models, their strengths, limits and applications with particular focus on governance, power, influence and socioeconomic 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. Uses a range of readings, case studies and practice experience drawing upon Canadian and international settings.

CD 505   Units: **1.5**
Community-Based Research: Foundations
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   Units: **1.5**
Enterprise Development for Community Benefit
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 community 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   Units: **1.5**
Development Finance
A review of the current conventional sources (governments, banks, credit unions, etc.) of capital: how they are accessed, obstacles and opportunities. Considers specialized investment sources that have been created, how to match funds/investments and ideas for new institutional arrangements. The field will be explored from both the point of view of those seeking investment and those who make the investment (e.g. community investment loan funds).

CD 508   Units: **1.5**
Co-operatives in Global Perspective
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-op model is being adapted and reinvented to respond to traditional economic and social issues and as a means of developing an alternative economic paradigm at local, regional, and international levels.

CD 509   Units: **1.5**
Developing Capacities to Lead and Manage in the Non-Profit Sector
Focuses on developing the capacities of strategic planning, strategy and program management, resource generation, financial and human resource management, performance, information and communication technology, communications management, 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   Units: **1.5**
Leadership, Management and Governance within Organizations
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 stakeholder relations. Through a blend of theory, practice and experiential simulations, students will integrate their learning as well as appreciate the unique dimensions of co-operatives, social enterprises and non-profit organizations.
Prerequisite(s):
• *Admission to MA program in Community Development; or*
• *permission of the program.*

CD 512   Units: **1.5**
Program and Project Design, Management and Evaluation
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, implementation, 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 514 Units: **1.0**
The Comprehensive Development System
Explores the complexities and trade-offs that must be confronted and resolved in all 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 Units: **1.0**
Critical Issues in Co-op Governance and Management
Provides participants 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 their potential solutions within co-operatives and co-op movements, including co-operative governance, stakeholder engagement, marketing strategies, employee relationships, capital formation, sector relationships, legislative frameworks, community responsibilities, and public policy affecting co-operative development.

CD 516 Units: **1.0**
Government, Business and Non-profit Sector Relations
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 relation to leadership, management and collaborative ventures in Canada particularly. The evolving role of the private sector and inter-sectoral relations will be examined in the context of rapidly shifting attitudes and belief systems (local to global).

CD 518 Units: **1.5**
Citizen Participation and Democratic Governance
Introduces students to concepts of citizenship, democracy and governance and addresses different histories and forms of democracy. The meanings of citizenship and its relationship to identity, engagement and participation are discussed. Explores different models of governance and reviews governance practices and structures at multiple levels in different jurisdictions. Also investigates the role of accountability in democratic governance, including forms and techniques of accountability.

CD 519 Units: **1.5**
Strategic Communications, Engagement and Community Relations
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 521 Units: **1.5**
The Economics of Social Justice
Provides a conceptual grounding and the analytical tools for a critical understanding of the relation 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 524 Units: **1.5**
Leadership and Organizational Development for Communities
Explores leadership beliefs, values, and attitudes, and analyzes perspectives in shaping leadership in civil society, community development and the social economy. Introduces management, assessment, concepts and tools for developing strategic priorities and planning frameworks for organizations and communities. Includes scenario based exercises set in a variety of practice contexts relevant to students' experience and systems.
Note: *Credit will be granted for only one of CD 524, CD 502, CD 503.*
Prerequisite(s):
• *Admission to MA program in Community Development; or*
• *permission of the program.*

CD 525 Units: **1.5**
Managing Organizations, Systems and Community Transformations
Develops key competencies for personal, group, organizational and community leadership in: teamwork, facilitation, presentation skills, negotiation, conflict resolution, group dynamics and collaboration. Examines systemic factors that encourage and challenge innovation. Analysis of cases that demonstrate successful scaling, practices or particular innovations.
Note: *Credit will be granted for only one of CD 525, CD 511, CD 513.*
Prerequisite(s):
• *Admission to MA program in Community Development; or*
• *permission of the program.*

CD 526 Units: **1.5**
Agenda for Social Change: Moving Forward
Surveys the key leverage points for exercising strategic leadership for addressing key trends at the local and regional level. Exemplary practice and understanding of key policy innovations are drawn from local and international sources. Provides an opportunity for students to engage in generative dialogue to explore learning that strategically advances civil society, social economy and strengthens communities. Understanding local and international key policy innovations are linked with the formulation of recommendations for action for moving forward.
Note: *Credit will be granted for only one of CD 526, CD 517, CD 520.*
Prerequisite(s):
• *Admission to MA program in Community Development; or*
• *permission of the program.*

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 faculty.*

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 with permission of the faculty.*

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**
Master's 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 Master's Project is defended in an oral examination.
Grading: *INP, COM, N, F*

CH

Cultural Heritage Management
Department of Art History and Visual Studies and Division of Continuing Studies
Faculty of Fine Arts

All Cultural Heritage Management courses are subject to differential fees; Consult Fees for Graduate Programs.

CH 560   Units: **1.5**
Cultural Heritage Stewardship and Sustainability

Explores cultural heritage in all its diverse forms, along with the critical roles it plays in defining, reinforcing and contributing to a sustainable world. Discusses the scope and meaning of cultural heritage in contemporary society, and analyzes how diverse approaches to the conservation, access to and management of cultural heritage are continuing to evolve in response to philosophical changes and social, economic, cultural and environmental needs.

CH 561   Units: **1.5**
Social Engagement

Explores the profound social changes that are reshaping the nature and purposes of museums and other cultural heritage organizations in a pluralistic society and considers the implications for all aspects of their specialized functions. It takes a particular focus on how such organizations serve as dynamic social spaces for community engagement and action.

CH 562   Units: **1.5**
Curatorial Planning and Practice

Considers how traditional concepts of curatorship have shifted significantly in the face of more democratic relations with community, more subjective perspectives of knowledge, and increasing emphasis on the museum's social and educative roles. Explores the nature and scope of contemporary critical curatorial theory and practice and focuses on the ways in which curators engage with cultural heritage resources, develop sustainable collections, and generate and share associated knowledge to meet the needs of diverse communities.

CH 563   Units: **1.5**
Visitor Experiences

Explores the evolving concept and implications of an holistic approach to visitor engagement in museums and other cultural heritage institutions, and focuses on museums' relationships with their publics, their capacity to serve as social spaces, strategies for audience research, the characteristics of visitors, communications, exhibitions, formal and informal learning activities, and evaluation strategies.

CH 570   Units: **1.5**
Heritage Conservation In Context

Addresses the complex range of principles and practices that influence heritage preservation and conservation planning and decision-making. The implications of international and national charters, principles, standards and guidelines, are discussed, along with legal, programmatic and financial incentives and constraints.
Notes:
- *Credit will only be granted for one of CH 570, AHVS 489K, HA 489K.*
- *A combined undergraduate and graduate course.*

CH 571   Units: **1.5**
Determining Significance of Heritage Resources

Focuses on the definition of the heritage value or significance of a historic place or resource as a key step in the management of cultural heritage resources. It explores the range of historical aesthetic, social and scientific values that establish the character-defining elements of historic resources, including buildings, structures, historic districts and cultural landscapes. Various methods of inventory and evaluation are discussed along with their roles in guiding subsequent conservation planning and decision-making.
Notes:
- *Credit will only be granted for one of CH 571, AHVS 489C, HA 489C.*
- *A combined undergraduate and graduate course.*

CH 572   Units: **1.5**
Heritage Conservation Planning

Focuses on approaches to planning and heritage conservation decision-making, and discusses the components of the heritage conservation planning process, including alignment with local and regional planning priorities, community involvement and consultation, the acquisition and integration of technical and regulatory information and professional expertise, and the integration of planning in the long-term management of heritage resources.
Notes:
- *Credit will only be granted for one of CH 572, AHVS 489L, HA 489L.*
- *A combined undergraduate and graduate course.*

CH 582   Units: **1.5**
Leadership in Cultural Heritage Management

Explores the nature and attributes of successful and visionary cultural sector leadership, and examines contemporary challenges and issues impacting leadership and management in the cultural heritage sector. Topics include leadership theory and models, the roles of leadership within organizational and community settings, building effective teams and partnerships, and resolving conflict.

CH 583   Units: **1.5**
Planning for Cultural Heritage Management

Addresses strategies for effective planning that provides both a framework and a guide for all aspects of the complex work of cultural heritage organizations. The central roles of planning in organizational and project management are explored, along with a range of planning principles and methods suited to the cultural heritage sector.

CH 584   Units: **1.5**
Topics in Cultural Heritage Management

Note: *May be taken more than once for credit in different topics.*
Prerequisite(s): *Permission of the program.*

CH 588   Units: **1.5**
Special Studies in Museum Studies

May be taken in conjunction with a Cultural Resource Management course in the AHVS 488 series with permission of the Program Adviser.
Note: *This course may be taken more than once for credit in different topic areas.*
Prerequisite(s): *Permission of the program.*

CH 589   Units: **1.5**
Special Studies in Heritage Conservation

May be taken in conjunction with a Cultural Resource Management course in the AHVS 489 series with permission of the Program Adviser.
Note: *This course may be taken more than once for credit in different topic areas.*
Prerequisite(s): *Permission of the program.*

CH 591   Units: **1.5**
Practicum in Cultural Heritage

A placement in a cultural heritage setting, designed to build knowledge and skills in a specialized area of practice.
Grading: *INP, COM, F, N*

CHEM

Chemistry
Department of Chemistry
Faculty of Science

CHEM 509   Units: **1.0**
Seminar
Grading: *INP, COM, N, F*

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 353. 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 CHEM 521, CHEM 524, CHEM 526 (if taken in the same topic).*

CHEM 523   Units: **1.5**
Organometallic Chemistry

CHEM 526   Units: **1.5**
Topics in Advanced Inorganic Chemistry
Notes:
- *May be taken more than once for credit in different topics.*
- *Pro Forma required.*

CHEM 533   Units: **1.5**
Organic Synthesis

CHEM 537   Units: **1.5**
Biological and Medicinal Chemistry

An introduction to medicinally important biological systems and the small molecules that perturb them. Topics will include: chemical aspects of proteomics, biological target identification, mechanisms of action for important drugs, lead identification and development, and enzyme inhibitor design.

CHEM 555　　Units: **1.5**
Statistical Thermodynamics

CHEM 556　　Units: **1.5**
Topics in Advanced Physical Chemistry
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

CHEM 560　　Units: **0.5**
Research Tools and Special Topics
This course will be offered as multiple 0.5-unit modules that count as graduate lecture courses for the purposes of Chemistry graduate program requirements. Consult the course coordinator for offerings in a particular year.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

CHEM 577　　Units: **1.5**
Computational Chemistry

CHEM 590　　Units: **0.5-3.0**
Directed Studies
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

CHEM 599　　Units: **12.0**
MSc Thesis
Grading: *INP, COM, N, F*

CHEM 633　　Units: **1.5**
Topics in Advanced Organic Chemistry
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

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 in different topics.*

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 in different topics.*

CHEM 693　　Units: **3.0**
PhD Candidacy Examination
Students enrol in 693 concurrently with 699 until 693 is passed. If the candidacy examination cannot be completed until the following term, an INP (in progress) grade will be entered.
Grading: *INP, COM, N, F*

CHEM 699　　Units: **33.0 - 36.0**
PhD Dissertation
Pre- or Corequisite(s): *CHEM 693.*
Grading: *INP, COM, N, F*

CSC

Computer Science
Department of Computer Science
Faculty of Engineering

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-dimensional translation, scaling, and rotation as matrix operations), viewing and representation of three-dimensional shapes, approximation of curves and shapes, hidden line and hidden surface elimination algorithms.

CSC 510　　Units: **1.5**
Advanced Human-Computer Interaction
Topics of design methodologies, evaluation methodologies (both lab and field studies), human information processing, human movement, cognition, and perception are studied. 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; hypertext 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**　　Hours: **3-0**
Graph Algorithms
Detailed study, from the algorithmic point of view, of some tractable and intractable graph problems. Some tractable problems are path problems, spanning trees, network flows, matchings, and planarity testing. Some intractable problems are clique, independent set, vertex cover, Hamiltonian cycle, and colouring problems. Various strategies for handling intractable problems are presented including intelligent backtracking, distributed and parallel computing, parameterized complexity, restrictions to graph sub-classes, randomized and approximation algorithms.

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; probalistic complexity classes; models of parallel computation; can all problems in P be effectively 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, dual simplex and primal dual algorithms, parametric analysis and postoptimality analysis. Applications are selected from: the transportation problem, the assignment problem, blending problems, inventory problems, activity analysis, game theory and network analysis.

CSC 546 Units: **1.5**
Operations Research II
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 552 Units: **1.5**
Advanced Switching Theory
A selection of topics in switching theory and their application to the design of digital systems. The emphasis is on techniques suited to computer aided design (CAD). Topics to be covered are selected from: formal aspects of switching theory; spectral logic; combinational and sequential circuit synthesis; algorithmic state machines; and the software aspects of hardware design such as hardware description languages.

CSC 554 Units: **1.5**
Fault Tolerant Computing
Issues of fault tolerant computing are discussed, ranging from the choice of fault tolerant architectures, to expert systems for the design and test of integrated circuits. Topics include: design and test of defect free integrated circuits, fault modelling, built in self test, data compression, error correcting codes, simulation software/hardware, fault tolerant system design, CAD tools for design for testability.

CSC 560 Units: **1.5** Hours: **3-3**
Design and Analysis of Real-Time Systems
Fundamental issues in the design of real-time operating systems and application software. Typical topics include: hard real-time scheduling, interrupt driven systems, process communication and synchronization, language requirements for real-time systems, decomposition of real-time requirements into process model, and case studies. A project involving design, implementation and testing of a real-time executive and real-time application software will also be included.
Note: *Not open to students registered in or with credit in CSC 460.*

CSC 561 Units: **1.5**
Multimedia Systems
Introduction to multimedia systems and applications. Topics include multimedia system design issues, representation, processing and retrieval of temporal and non-temporal media types, compression techniques, JPEG and MPEG encoding, multimedia system architecture, operating systems, networking, quality of service and database system issues, object-oriented multimedia programming, user interface, virtual worlds.

CSC 562 Units: **1.5**
Distributed Computing
Recent developments and advanced research topics in the area of distributed computing. Topics include: distributed operating systems, interprocess communications, remote procedure calls, network transparency, file server, execution location, and failure transparency, fault tolerant distributed systems, process replication, load balancing, task migration and performance issues, interconnection strategies, network configurations, problem decomposition, distributed updating of multiple copies, global object addressing, centralized and decentralized control mechanisms, reliability and the reconnection problem, and finally case studies of some of the more significant distributed systems.

CSC 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, architecture, 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
Emphasizes the recent developments and advanced topics in the Layer 2/3 and the data plane. Review of computer communications and networks. Switch & Router Architectures, Traffic Management and Traffic Engineering, Data and Control Plane (Virtual Private Networks, MPLS), QoS routing aspects and Protocols. Optical Networks.

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 578A Units: **1.5**
Formerly: **578**
Topics in Software Applications
Notes:
• *Credit will be granted for only one of CSC 578A, CSC 578 (if taken in the same topic), CSC 578B (if taken in the same topic), CSC 578C (if taken in the same topic), CSC 578D (if taken in the same topic).*
• *May be taken more than once for credit in different topics.*

CSC 578B Units: **1.5**
Formerly: **578**
Topics in Software Applications
Notes:
• *Credit will be granted for only one of CSC 578B, CSC 578 (if taken in the same topic), CSC 578A (if taken in the same topic), CSC 578C (if taken in the same topic), CSC 578D (if taken in the same topic).*
• *May be taken more than once for credit in different topics.*

CSC 578C Units: **1.5**
Formerly: **578**
Topics in Software Applications
Notes:
• *Credit will be granted for only one of CSC 578C, CSC 578 (if taken in the same topic), CSC 578A (if taken in the same topic), CSC 578B (if taken in the same topic), CSC 578D (if taken in the same topic).*
• *May be taken more than once for credit in different topics.*

CSC 578D Units: **1.5**
Formerly: **578**
Topics in Software Applications
Notes:
• *Credit will be granted for only one of CSC 578D, CSC 578 (if taken in the same topic), CSC 578A (if taken in the same topic), CSC 578B (if taken in the same topic), CSC 578C (if taken in the same topic).*
• *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 581A Units: **1.5**
Formerly: **581**
Topics in Artificial Intelligence
Notes:
• *Credit will be granted for only one of CSC 581A, CSC 581 (if taken in the same topic), CSC 581B (if taken in the same topic), CSC 581C (if taken in the same topic), CSC 581D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 581B Units: **1.5**
Formerly: **581**
Topics in Artificial Intelligence
Notes:
• *Credit will be granted for only one of CSC 581B, CSC 581 (if taken in the same topic), CSC 581A (if taken in the same topic), CSC 581C (if taken in the same topic), CSC 581D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 581C Units: **1.5**
Formerly: **581**
Topics in Artificial Intelligence
Notes:
• *Credit will be granted for only one of CSC 581C, CSC 581 (if taken in the same topic), CSC 581A (if taken in the same topic), CSC 581B (if taken in the same topic), CSC 581D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 581D Units: **1.5**
Formerly: **581**
Topics in Artificial Intelligence
Notes:
• *Credit will be granted for only one of CSC 581D, CSC 581 (if taken in the same topic), CSC 581A (if taken in the same topic), CSC 581B (if taken in the same topic), CSC 581C (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 582A Units: **1.5**
Formerly: **582**
Topics in Theoretical Computer Science
Notes:
• *Credit will be granted for only one of CSC 582A, CSC 582 (if taken in the same topic), CSC 582B (if taken in the same topic), CSC 582C (if taken in the same topic), CSC 582D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 582B Units: **1.5**
Formerly: **582**
Topics in Theoretical Computer Science
Notes:
• *Credit will be granted for only one of CSC 582B, CSC 582 (if taken in the same topic), CSC 582A (if taken in the same topic), CSC 582C (if taken in the same topic), CSC 582D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 582C Units: **1.5**
Formerly: **582**
Topics in Theoretical Computer Science
Notes:
• *Credit will be granted for only one of CSC 582C, CSC 582 (if taken in the same topic), CSC 582A (if taken in the same topic), CSC 582B (if taken in the same topic), CSC 582D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 582D Units: **1.5**
Formerly: **582**
Topics in Theoretical Computer Science
Notes:
• *Credit will be granted for only one of CSC 582D, CSC 582 (if taken in the same topic), CSC 582A (if taken in the same topic), CSC 582B (if taken in the same topic), CSC 582C (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 583A Units: **1.5**
Formerly: **583**
Topics in Programming Languages
Notes:
• *Credit will be granted for only one of CSC 583A, CSC 583 (if taken in the same topic), CSC 583B (if taken in the same topic), CSC 583C (if taken in the same topic), CSC 583D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 583B Units: **1.5**
Formerly: **583**
Topics in Programming Languages
Notes:
• *Credit will be granted for only one of CSC 583B, CSC 583 (if taken in the same topic), CSC 583A (if taken in the same topic), CSC 583C (if taken in the same topic), CSC 583D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 583C Units: **1.5**
Formerly: **583**
Topics in Programming Languages
Notes:
• *Credit will be granted for only one of CSC 583C, CSC 583 (if taken in the same topic), CSC 583A (if taken in the same topic), CSC 583B (if taken in the same topic), CSC 583D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 583D Units: **1.5**
Formerly: **583**
Topics in Programming Languages
Notes:
• *Credit will be granted for only one of CSC 583D, CSC 583 (if taken in the same topic), CSC 583A (if taken in the same topic), CSC 583B (if taken in the same topic), CSC 583C (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 584A Units: **1.5**
Formerly: **584**
Topics in Numerical Analysis and Operations Research
Notes:
• *Credit will be granted for only one of CSC 584A, CSC 584 (if taken in the same topic), CSC 584B (if taken in the same topic), CSC 584C (if taken in the same topic), CSC 584D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

CSC 584B Units: **1.5**
Formerly: **584**
Topics in Numerical Analysis and Operations Research
Notes:
• *Credit will be granted for only one of CSC 584B, CSC 584 (if taken in the same topic), CSC 584A (if taken in the same topic), CSC 584C (if taken in the same topic), CSC 584D (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of the department.*

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CSC 584C   Units: **1.5**
Formerly: **584**
Topics in Numerical Analysis and Operations Research
Notes:
- *Credit will be granted for only one of CSC 584C, CSC 584 (if taken in the same topic), CSC 584A (if taken in the same topic), CSC 584B (if taken in the same topic), CSC 584D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 584D   Units: **1.5**
Formerly: **584**
Topics in Numerical Analysis and Operations Research
Notes:
- *Credit will be granted for only one of CSC 584D, CSC 584 (if taken in the same topic), CSC 584A (if taken in the same topic), CSC 584B (if taken in the same topic), CSC 584C (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 585A   Units: **1.5**
Formerly: **585**
Topics in Hardware and Computer Architecture
Notes:
- *Credit will be granted for only one of CSC 585A, CSC 585 (if taken in the same topic), CSC 585B (if taken in the same topic), CSC 585C (if taken in the same topic), CSC 585D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 585B   Units: **1.5**
Formerly: **585**
Topics in Hardware and Computer Architecture
Notes:
- *Credit will be granted for only one of CSC 585B, CSC 585 (if taken in the same topic), CSC 585A (if taken in the same topic), CSC 585C (if taken in the same topic), CSC 585D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 585C   Units: **1.5**
Formerly: **585**
Topics in Hardware and Computer Architecture
Notes:
- *Credit will be granted for only one of CSC 585C, CSC 585 (if taken in the same topic), CSC 585A (if taken in the same topic), CSC 585B (if taken in the same topic), CSC 585D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 585D   Units: **1.5**
Formerly: **585**
Topics in Hardware and Computer Architecture
Notes:
- *Credit will be granted for only one of CSC 585D, CSC 585 (if taken in the same topic), CSC 585A (if taken in the same topic), CSC 585B (if taken in the same topic), CSC 585C (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586A   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586A, CSC 586 (if taken in the same topic), CSC 586B (if taken in the same topic), CSC 586C (if taken in the same topic), CSC 586D (if taken in the same topic), CSC 586E (if taken in the same topic), CSC 586F (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586B   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586B, CSC 586 (if taken in the same topic), CSC 586A (if taken in the same topic), CSC 586C (if taken in the same topic), CSC 586D (if taken in the same topic), CSC 586E (if taken in the same topic), CSC 586F (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586C   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586C, CSC 586 (if taken in the same topic), CSC 586A (if taken in the same topic), CSC 586B (if taken in the same topic), CSC 586D (if taken in the same topic), CSC 586E (if taken in the same topic), CSC 586F (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586D   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586D, CSC 586 (if taken in the same topic), CSC 586A (if taken in the same topic), CSC 586B (if taken in the same topic), CSC 586C (if taken in the same topic), CSC 586E (if taken in the same topic), CSC 586F (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586E   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586E, CSC 586 (if taken in the same topic), CSC 586A (if taken in the same topic), CSC 586B (if taken in the same topic), CSC 586C (if taken in the same topic), CSC 586D (if taken in the same topic), CSC 586F (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 586F   Units: **1.5**
Formerly: **586**
Topics in Computer Systems and Software
Notes:
- *Credit will be granted for only one of CSC 586F, CSC 586 (if taken in the same topic), CSC 586A (if taken in the same topic), CSC 586B (if taken in the same topic), CSC 586C (if taken in the same topic), CSC 586D (if taken in the same topic), CSC 586E (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 589A   Units: **1.5**
Formerly: **589**
General Topics in Computer Science
Notes:
- *Credit will be granted for only one of CSC 589A, CSC 589 (if taken in the same topic), CSC 589B (if taken in the same topic), CSC 589C (if taken in the same topic), CSC 589D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 589B   Units: **1.5**
Formerly: **589**
General Topics in Computer Science
Notes:
- *Credit will be granted for only one of CSC 589B, CSC 589 (if taken in the same topic), CSC 589A (if taken in the same topic), CSC 589C (if taken in the same topic), CSC 589D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 589C   Units: **1.5**
Formerly: **589**
General Topics in Computer Science
Notes:
- *Credit will be granted for only one of CSC 589C, CSC 589 (if taken in the same topic), CSC 589A (if taken in the same topic), CSC 589B (if taken in the same topic), CSC 589D (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 589D   Units: **1.5**
Formerly: **589**
General Topics in Computer Science
Notes:
- *Credit will be granted for only one of CSC 589D, CSC 589 (if taken in the same topic), CSC 589A (if taken in the same topic), CSC 589B (if taken in the same topic), CSC 589C (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

CSC 591   Units: **1.5**
Directed Studies
Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the department.
Note: *May be taken more than once for credit in different topics.*

CSC 595   Units: **1.5**
Research Skills
The main objective is to teach critical skills in order to be a successful researcher. This includes: choosing a research method, preparing for and presenting a research seminar talk, preparing a research proposal, doing literature search, and evaluating constructively research papers, proposals and/or presentations.
Prerequisite(s): *Registration in a graduate program in Computer Science.*
Grading: *INP, COM, N, F*

CSC 597   Units: **1.5**
Industrial Master's Project
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 693   Units: **3.0**
PhD Candidacy
Grading: *INP, COM, N, F*

CSC 699   Units: **33.0-34.5**
PhD Dissertation
Prerequisite(s): *CSC 693.*
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.
Notes:
• *May be taken more than once for credit in different topics to a maximum of 6 units.*
• *Content will vary from term to term.*
Prerequisite(s):
• *Admission to a graduate program in Social Sciences or Humanities; and*
• *permission 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.
Notes:
• *May be taken more than once for credit in different topics.*
• *A student in the Program may substitute POLI 590 or SOCI 590 for CSPT 590, with permission of the Director of the program.*

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.
Notes:
• *May be taken more than once for credit in different topics with permission of the faculty to a maximum of 6 units .*
• *Content will vary from term to term.*
Prerequisite(s):
• *Admission to a graduate program in Social Sciences or Humanities; and*
• *permission 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.

CSPT 690   Units: **1.5**
Directed Readings
Individual study, under the direction of a participating faculty member, of a topic or topics in cultural, social and political thought.
Notes:
• *May be taken more than once for credit in different topics.*
• *A student in the Program may substitute POLI 690 or SOCI 690 for CSPT 690, with permission of the Director of the program.*

CYC

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

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 that are applicable to child and youth care practice. Students will explore the underlying theoretical assumptions of qualitative research design, compare and apply a range of methodological and conceptual approaches, and practice techniques for generating, analyzing and engaging with various forms of 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
A practice based course that requires students to work with individuals and families in simulated role play scenarios. It begins with the micro contexts of families and moves outward to understand how change occurs in communities and organizations. Human change theory and processes form the foundation of the course in order to explore traditional and contemporary theories of change that highlight gendered and cultural differences and similarities.

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
Learners will engage in exploring a range of issues relevant for program planners and implementers in contemporary human services. Issues such as managing complexity, evidence-based practices, outcome measures, budget restraints, leadership of change and creating organizational cultures will be explored.

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

The primary purpose of this course is to enable students to expand their thinking by critically reflecting on professional and applied ethics from multiple perspectives and traditions. Developing a familiarity with various conceptual resources and ethical decision-making frameworks, discerning the morally relevant features of various ethical dilemmas, appreciating the complexity, plurality and uncertainty of everyday CYC practice, and critically appraising the adequacy of decision-making tools for responding to ethical concerns and challenges are key course objectives.

CYC 553   Units: **1.5 or 3.0**
Practicum in Child and Youth Care

The supervised field placement is designed to provide CYC students with an opportunity to apply their skills working with children, youth, families and communities in a supervised setting. Placements which involve individual, family and/or group counseling, can only be undertaken with qualified (i.e. Master's level) supervisors, and require a minimum commitment of 300 hours (3.0 units).

Note: *Those students who have not completed a practicum as part of their undergraduate degree will also be required to enrol in the 3.0 unit course. Regular contact with the course instructor and consultations between the student, placement supervisor and instructor will be required.*

Students registered in the 1.5 unit course will be required to complete a minimum of 165 hours. Students registered in the 3.0 course will be required to complete a minimum of 300 hours.

Prerequisite(s):
• *10.5 units of 500-level CYC courses; or*
• *permission of the school.*
Grading: *INP, COM, N, F*

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 558   Units: **1.5**
Applied Research Seminar

Engages students in the process of proposal writing in preparation for either their master's research thesis or applied research project. Students focus on developing their own topic area in conjunction with their supervisor and supervisory committee, through writing that includes a consideration of the Human Research Ethics application, specialized information literacy training, and other issues of writing and research. Students are expected to produce a draft of their research or project proposal.

Note: *CYC 553 Practicum in CYC can be taken concurrently.*
Prerequisite(s): *All of program core courses.*

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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Topics will vary.*

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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Topics will vary.*

CYC 563   Units: **1.5**
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 a minimum of 165 hours.
Prerequisite(s): *CYC 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

This course provides a contextualized perspective of child and adolescent development highlighting the importance of culture, historical, social, economic and political contexts to human development. Texts addressing alternative understandings of human development will constitute a significant part of the course.

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 a country or region of interest and develop a case study for presentation.

CYC 582   Units: **1.5**
Children's Survival, Health, and Development in Ecocultural Context

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 child survival and optimal development.

Note: *Students who have completed advanced child development coursework may request permission to register in the course.*
Prerequisite(s):
• *3 units of 300- or 400-level CYC courses or 1.5 units of 500- or 600-level CYC courses; or*
• *permission of the school.*

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 adviser prior to registering in the course.
Note: *May be taken more than once for credit in different topics.*

CYC 598   Units: **4.5**
Applied Research Project
The student 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.
Note: *Students who have completed CYC 590 may request permission to register in the course.*
Prerequisite(s):
• *CYC 558; or*
• *permission of the school*
Grading: *INP, COM, N, F*

CYC 599   Units: **4.5**
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.
Note: *Students who have completed CYC 590 may request permission to register in the course.*
Prerequisite(s):
• *CYC 558; or*
• *permission of the school*
Grading: *INP, COM, N, F*

CYC 641   Units: **3.0**
Generating Knowledge in Child and Youth Care
This doctoral seminar invites students to start "thinking with theory" when considering policy, research and practice in the field of Child and Youth Care. Students will be exposed to a range of contemporary social, political and psychological theories. Throughout the course students will be invited to explore how each theory provides different lenses, tools, and approaches, for taking action in the world.

CYC 643   Units: **1.5**
Qualitative Research in Child and Youth Care
This course examines the theoretical underpinnings and strategies commonly used in qualitative methods, with an emphasis on understanding the relationship between the research question and the methodological decisions involved in choosing approaches for data gathering and analysis. Methodologies that will be considered include but are not restricted to: grounded theory, critical theory, ethnography, phenomenology, and narrative research and their epistemological and ontological similarities and differences.
Note: *Students who have completed 3 units of graduate-level research coursework (covering research designs, qualitative data analysis, statistical data analysis and reporting) may request permission to register in the course.*
Prerequisite(s): *Permission of the school.*

CYC 645   Units: **1.5**
Quantitative Research in Child and Youth Care
Students explore and apply quantitative methods for studying issues related to child and youth care such as clinical practice and program evaluation. Statistical techniques include approaches for use with small sample sizes as well as parametric and nonparametric statistical techniques.
Note: *Students who have completed 3 units of graduate-level research coursework may request permission to register in the course.*
Prerequisite(s): *Permission of the school.*

CYC 671   Units: **1.5**
Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
The course places contemporary CYC issues into social, historical and cultural contexts. Each student identifies a key issue in CYC policy, practice, research and/or pedagogy and, first, provides a critical perspective on the issue, before developing a change agenda designed to transform the issue and its implications.
Prerequisite(s): *CYC 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 in different topics to a maximum of 6 units.*
Prerequisite(s): *Admission to 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 co-ordinator 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 adviser prior to registration in the course.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

CYC 693   Units: **3.0**
Candidacy Exams
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. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.
Grading: *INP, COM, N, F*

CYC 699   Units: **16.5**
PhD Dissertation
Prerequisite(s): *CYC 693.*
Grading: *INP, COM, N, F*

DHUM
Digital Humanities
Faculty of Humanities

DHUM 501   Units: **1.5**   Hours: **3-0**
Introduction to Digital Humanities
Surveys and explores intellectual traditions and emergent concerns associated with computing in the arts and humanities. Topics include digital representation, analysis, communication and creation, and involve theoretical considerations and pragmatic approaches.
Notes:
• *Credit will be granted for only one of DHUM 501, ENGL 507.*
• *Typically offered the week before the Digital Humanities Summer Institute (see www.dhsi.org).*

DHUM 502   Units: **1.5**   Hours: **3-0**
Core Concepts and Skills
Focuses on fundamental concepts and skills in the Digital Humanities, with curriculum offered by the Digital Humanities Summer Institute (see www.dhsi.org) or equivalent topical seminars listed annually by the Faculty of Humanities. Typical offerings include DHSI's Textual Encoding Fundamentals, Digitisation Fundamentals, Fundamentals of Programming/Coding for Human(s|ists).
Note: *Credit will be granted for only one of DHUM 502, ENGL 509 (if taken in the same topic).*

DHUM 503   Units: **1.5**   Hours: **3-0**
Remediation and Curation
Focuses on intellectual traditions, emergent concerns, and applications related to digital remediation and curation, with curriculum offered by the Digital Humanities Summer Institute (see www.dhsi.org) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include XSLT, Databases, Drupal, Digital Editions, Pre-Digital Book.
Note: *Credit will be granted for only one of DHUM 503, ENGL 509 (if taken in the same topic).*

DHUM 504   Units: **1.5**   Hours: **3-0**
Creation, Communication and Dissemination
Focuses on intellectual traditions, emergent concerns, and applications related to creation, communication, and dissemination, with curriculum offered by the Digital Humanities Summer Institute (see www.dhsi.org) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include Multimedia, Social Media, Mobile Computing, Physical Computing.
Note: *Credit will be granted for only one of DHUM 504, ENGL 509 (if taken in the same topic).*

DHUM 505   Units: **1.5**   Hours: **3-0**
Analysis, Teaching, and Administration
Focuses on intellectual traditions, emergent concerns, and applications pertinent to analysis, teaching, and administration, with curriculum offered by the Digital Humanities Summer Institute (see www.dhsi.org) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include GIS, Text Analysis, Augmented Reality, Computer Gaming, SEASR, Digital Pedagogy, Large Project Planning and Administration.
Note: *Credit will be granted for only one of DHUM 505, ENGL 509 (if taken in the same topic).*

DHUM 590   Units: **1.5**
Directed Reading

DR
Dispute Resolution
School of Public Administration
Faculty of Human and Social Development
Students enrolled in the MA in Dispute Resolution program should also see courses listed as PADR.

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: **LAW 372**
Public Policy, Law, and Dispute Resolution
Looks at the nature and scale of conflict in civil society and at the primary strategies that society employs to cope with it. Examines a range of contemporary issues of governance. Focuses on the interaction of legislative, judicial, and administrative institutions around two major themes: how programs and public policy are developed and how conflict is managed.
Note: *Credit will be granted for only one of DR 503, LAW 372.*

DR 506   Units: **1.5**
Mediation Processes and Skills
This course couples mediation processes with practice in communication skills needed for effective third party facilitative intervention. Using the paradigm of Attitude, Process and Skills, students learn and practice mediation as a dispute resolution tool, integrated with prior learning in conflict analysis and diagnosis. Through lectures, clinical exercises, demonstrations, coached role play, reflective listening skills practice, and group discussions, students connect skills with theoretical and philosophical foundations of mediation required to satisfactorily conclude mediated agreements.
Note: *Credit will be granted for only one of DR 506, DR 510 (if taken in the same topic).*
Prerequisite(s): *DR 501 or PADR 501.*

DR 507   Units: **1.5**
Also: **LAW 373**
International Human Rights and Dispute Resolution
Explores linkages between international human rights law, 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 human rights protection. Concerns of individuals, including women and children, non-state groups and indigenous peoples are addressed. 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 conflict situations involving indigenous people, including the examination of historical factors, dynamics of power, and cross-cultural factors.
Prerequisite(s):
• *DR 501 or PADR 501; and*
• *DR 502; or*
• *Permission of the department*

DR 509   Units: **1.5**
Dispute Resolution System Design and Public Interest Disputes
Introduction to designing, assembling and implementing systems to prevent, manage and/or resolve a series or stream of disputes arising out of a single organization and/or relationships. Examines models of conflict intervention and the design process within organizations. Introduces the theory and practice of negotiating public-interest issues and managing stakeholder conflicts.

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.*
Prerequisite(s): *Set by department depending upon topic.*

DR 511   Units: **1.5**
Conflict Specialists as Leaders
A role of a conflict specialist is to support organizations and/or groups to replace traditional public policy decision-making processes with collaborative governance processes. As change agents, both dispute resolution process and leadership competencies are required. Students will build and bridge these competencies by learning communication skills, design analysis, and implementation strategies for deliberation and engagement, as well as leadership skills to support change.
Recommendation(s): *All of DR 502, DR 503, DR 506, DR 509 recommended prior to DR 511.*

DR 516   Units: **1.5**
Also: **LAW 325**
Access to Justice
Examines the fact of diminishing access to justice and its implications for the public, professionals, the justice system and society as a whole. Provides a theoretical framework and practical ideas to help students recognize, understand and respond to access issues. Topics include: the causes, scale and consequences of unmet legal needs; strategies and initiatives to enhance access; and how access issues are forcing the justice system to rethink professional roles, responsibilities and ethics.
Note: *Credit will be granted for only one of DR 516, DR 510 (if taken in the same topic), LAW 325 (if taken in the same topic), LAW 343 (if taken in the same topic).*

DR 517   Units: **1.5**
Issues in Dispute Resolution: Working in the Community
Through classroom and experiential learning and critical reflection, students will gain dispute resolution work experience while learning of the character, structure and dynamics of community groups and agencies. Topics and skill building will include personal and strategic awareness, critical analysis, engagement, communication, professionalism and leadership. Provides critical understanding of processes of social change, group dynamics, activism, and agency-stakeholder relations. Requires a minimum of 40 hours in an approved community voluntary work placement.

DR 590   Units: **1.5-3.0**
Directed Studies
Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

DR 598   Units: **4.5**
Master's Project
The non-thesis option requires students to complete a major project in consultation with the student's supervisor and the Graduate Adviser. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. It will have a practical application and is generally prepared in consultation with a client, as well as the supervisor. A written project report will be prepared and submitted to an oral examination committee.
Grading: *INP, COM, N, F*

DR 599   Units: **6.0**
Master's Thesis
The thesis option requires original research on a topic chosen in consultation with the student's supervisor and the Graduate Adviser.
Grading: *INP, COM, N, 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 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 industrial 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 515   Units: **1.5**
Labour Economics
Introduction to contemporary empirical and applied theoretical research into labour markets. Topics may include: labour supply; labour demand; human capital; discrimination; labour market dynamics; unemployment; and behaviour of the household.

ECON 516   Units: **1.5**
Cost-Benefit Analysis
Methods of cost-benefit analysis with applications to public policy. Develops a normative foundation for policy analysis, addressing issues of efficiency and wealth redistribution together with the techniques of cost-benefit analysis. Focuses on contemporary Canadian policy issues.

ECON 520   Units: **1.5**
Economic Development
The processes and problems of development in the economies of the Developing World. Topics may include: theories of economic development; poverty and inequality; gender and development; nutrition and food policies; agricultural and rural development; employment and migration.

ECON 523   Units: **1.5**
Formerly: **517**
The Economics of Canadian Health Care
Analysis of the structure, function and performance of the medical market with emphasis on physician and hospital services.
Note: *Credit will be granted for only one of ECON 523, ECON 517.*

ECON 524   Units: **1.5**
Health Economics
An overview of selected issues in contemporary health economics. Topics may include: microeconomic models of physician and patient behavior, econometric methods relevant to the analysis of health data, health insurance, social determinants of health, and the economics of health-affecting behaviors such as smoking and alcohol use.

ECON 525   Units: **1.5**
Public Finance and Fiscal Policy
Seminar in selected topics in fiscal policy and public finance including the incidence and effects of taxation, government expenditure programs and public debt operations.

ECON 529   Units: **1.5**
Economics of Finance
The basic theory of finance under uncertainty. Topics include expected utility maximization, state preference theory, analysis of capital asset pricing, and option pricing.

ECON 530   Units: **1.5**
Economics of Natural Resources
Seminar in the economics of natural resources including a survey of relevant theoretical literature and selected topics covering problems of resource industries.

ECON 531   Units: **1.5**
Environmental Economics
An introduction to environmental economics and policy. 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 545   Units: **1.5**
Econometric Analysis
The basics of estimation and hypothesis testing in the classical linear regression model, with empirical exercises using economic data. Topics typically include: testing and imposing linear restrictions; dummy variables; specification error; multicollinearity; measurement error; serial correlation; heteroskedasticity; and simultaneity.

ECON 546   Units: **1.5**
Themes in Econometrics
A systematic presentation of the principal themes in econometric inference, such as Maximum Likelihood, Instrumental Variables, Method of Moments, Bayesian Inference, Likelihood Ratio, Wald, and Lagrange Multiplier tests. A discussion of Nonparametric and Semiparametric inference, asymptotic distribution theory and Monte Carlo simulation methods. Application of these methods in empirical projects.

ECON 547   Units: **1.5**
Time-Series Econometrics
Time-series theory and its application. Topics may include: ARMA modelling; detecting non-stationarity; structural breaks; multiple unit roots; seasonality; cointegration tests VAR and VECM models.

ECON 548   Units: **1.5**
Applied Econometric Modelling
Explores a range of practical estimation and testing issues in the context of different types of econometric models. Topics may include: panel models; nonparametrics and semiparametrics; latent variable models; simultaneous equations models; resampling methods, and the methodology-practice gap.

ECON 549   Units: **1.5**
Computational Methods in Economics and Econometrics
An introduction to numerical methods and their application in economics and econometrics. Topics will typically include: iterative fixed point methods, methods for solving problems of nonlinear equations, methods for solving initial value problems and boundary value problems, methods for solving static and dynamic optimization problems, Monte Carlo methods, resampling techniques, and Gibbs sampling.

ECON 550   Units: **1.5**
Game Theory in Economics
Provides a game theoretic perspective on interactions between economic agents, covering a variety of game-theoretic modelling techniques and their applications. Topics will generally include: normal and extensive form games; Nash equilibrium and refinements; repeated and sequential games; learning and evolution in games; the Nash bargaining solution; and co-operative games.
Note: *Credit will be granted for only one of ECON 550, ECON 540A.*

ECON 551   Units: **1.5**
Information and Incentives
Introduction to the incentive problems that arise from asymmetric information in a game-theoretic framework. Assumes a knowledge of basic game theory. Topics covered include 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 ECON 551, ECON 540C.*

ECON 552   Units: **1.5**
Macroeconomic Issues
An exploration of contemporary macroecomic 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 556   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 565   Units: **1.5**
The Econometrics of Cross-Section Data
An overview of the models, estimation techniques and tests used when analyzing cross-section data. The methods studied are particularly applicable to labour and health economics and industrial organization. Theory and empirical applications are covered. Topics may include binary and multinomial logit and probit models, limited dependent variable models, count data, and duration analysis.

ECON 570   Units: **1.5**
Advanced Topics in Industrial Organization
A seminar covering contemporary topics in industrial organization.

ECON 571   Units: **1.5**
Advanced Topics in Labour Economics
Applies economic theory to the study of labour market institutions. Topics covered may include: discrimination; human capital theory; the theory of contracts; efficiency wages; internal labour markets, hierarchies, and team production; search and mobility; and unions.

ECON 572   Units: **1.5**
Advanced Topics in Environmental and Resource Economics
A seminar covering contemporary topics in environmental and resource economics and policy.

ECON 573   Units: **1.5**
Economic Growth
An examination of determinants of long-run growth rates and income levels in different economies. Topics will typically include: neoclassical, multisectoral, and endogenous growth theories; tests of these theories; and their policy implications. Other topics may include the effects of social security, endogenous population growth, public education, research and development, resource and environmental issues, and the international flows of capital, labour and knowledge.

ECON 575   Units: **1.5**
Advanced Topics in Econometrics
Advanced topics in econometric theory and practice. Topics may include: recent developments in time-series analysis; estimation and testing with panel data; the use of nonparametric and semiparametric techniques; limited and qualitative dependent variables models; modelling financial data; switching-regimes models; specification analysis and model selection; and applications of Bayesian inference.

ECON 595   Units: **1.5**
Directed Studies in Economics
Individual titles will be assigned to each lettered section A-Z.
Note: *Pro Forma required.*

ECON 598   Units: **3.0**
Extended Essay
Grading: *INP, COM, N, F*

ECON 599   Units: **4.5**
Thesis
Grading: *INP, COM, N, F*

ECON 693   Units: **3.0**
PhD Candidacy Examinations
Students enrol in ECON 693 for the duration of their preparation for 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*

ECON 694   Units: **1.5**
Scholarship Skills Seminar
Focus on developing essential skills such as writing, presenting, developing research proposals, critically reading research, writing a literature review, refereeing papers, writing grant proposals, avoiding plagiarism, and submitting articles for publication.
Note: *Students admitted to MA and other PhD programs may request permission to register in the course.*
Prerequisite(s):
• *Admission to a doctoral program in Economics (second-year); or*
• *permission of the department.*

ECON 699   Units: **21.0 - 33.0**
Dissertation
Prerequisite(s): *ECON 693.*
Grading: *INP, COM, N, F*

ED-D

Educational Psychology and Leadership Studies
Department of Educational Psychology and Leadership Studies
Faculty of Education

ED-D 500   Units: **1.5**
Learning Principles
A survey of the literature on commonly stated principles of instrumental and classical conditioning, generalization, transfer and retention.

ED-D 501   Units: **1.5**
Theory of Measurement
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 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 506A   Units: **1.5**
Cognitive Development
A survey of what is currently known about cognitive development in the first two decades of life. Topics may include biological bases of cognition, perception, memory, conceptual thought, social cognition, language, reading, mathematics, scientific thinking and intelligence.

ED-D 506B   Units: **1.5**
Social and Emotional Development
A survey of normative and individual differences in social-emotional development. Topics covered may include biological bases, temperament, attachment, emotion understanding and regulation, theory of mind, and family, peer, school, and cultural influences.

ED-D 506C   Units: **1.5**
Adolescent Development
A survey of current theory, research, and societal issues in pre-adolescence through emerging adulthood. Biological, familial, social, educational, cultural, and historical influences on adolescent development are explored.

ED-D 506D   Units: **1.5**
Early Childhood and Middle Years Development
A survey of current theory, research, on development from birth through the first decade of life. Biological, familial, social, educational, cultural, and historical influences on child development are explored.

ED-D 508   Units: **1.5**
Theories of Learning
A survey of psychological interpretations of learning, comparing modern Behaviourist and Cognitive approaches; historical perspective also given.

ED-D 509   Units: **1.5**
Psychology of Learning and Instruction
An in-depth analysis of selected issues and contemporary research in the application of psychology to instruction including: motivation, problem solving, learning processes and strategies, and instructional interventions.

ED-D 514   Units: **1.5**
Assessment in Counselling
The use of testing, diagnosis, and other aspects of assessment within a counselling perspective for adults, adolescents and children. Topics addressed include: basic concepts in assessment, the relationship between counselling and assessment, ethical issues, diversity, reliability and validity, test selection and administration, test evaluation, a variety of assessments and assessment reports.
Notes:
• Credit will be granted for only one of ED-D 514, ED-D 591 (if taken in the same topic).
• Students who have Counselling or related background may request permission to register in the course.
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

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.
Prerequisite(s):
• ED-D 420 or ED-D 422; and
• ED-D 402 or ED-D 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.
Prerequisite(s):
• ED-D 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.
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519   Units: **1.5**
Advanced Seminars in Counselling Psychology
Note: Credit will be granted for only one of the following ED-D 519's, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519A   Units: **1.5**
Child and Adolescent Development and Counselling
A study of issues and counselling interventions with children and adolescents. Topics include developmental context; identity; assessment; counsellor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.
Note: Credit will be granted for only one of ED-D 519A, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519C   Units: **1.5**
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.
Note: Credit will be granted for only one of ED-D 519C, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519D   Units: **1.5**
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.
Note: Credit will be granted for only one of ED-D 519D, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519H   Units: **1.5**
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 consultation are explored. The practice of career counselling for diverse populations including work-related issues.
Note: Credit will be granted for only one of ED-D 519H, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519L   Units: **1.5**
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.
Note: Credit will be granted for only one of ED-D 519L, ED-D 591 (if taken in the same topic).
Prerequisite(s):
• Admission to MA program in Counselling Psychology; or
• permission of the department.

ED-D 519N   Units: **1.5**
Diversity, Culture, and Counselling
Theory and practice of counselling diverse clientele. Specific emphasis on awareness, knowledge and strategies for developing cultural competencies.
Note: *Credit will be granted for only one of ED-D 519N, ED-D 591 (if taken in the same topic).*
Prerequisite(s):
• *Admission to MA program in Counselling Psychology; or*
• *permission of the department.*

ED-D 519P   Units: **1.5**
Trauma Counselling
Theoretical and practical understanding of issues related to treatment of psychological trauma. Topics typically include definitions, safety/stabilization, symptoms, disorders, assessment/diagnosis and outcomes.
Note: *Credit will be granted for only one of ED-D 519P, ED-D 591 (if taken in the same topic).*
Prerequisite(s):
• *Admission to MA program in Counselling Psychology; or*
• *permission of the department.*

ED-D 519R   Units: **1.5**
Indigenous Development and Counselling across Generations
Indigenous concepts and theories of development and growth across the lifespan. Exploration of intergenerational models of development and identity. Topics include child, adolescent and adult growth and change in family, community, and work contexts.
Note: *Credit will be granted for only one of ED-D 519R, ED-D 591 (if taken in the same topic).*
Prerequisite(s):
• *Admission to MA program in Counselling Psychology; or*
• *permission of the department.*

ED-D 519S   Units: **1.5**
Addictions Counselling
A study of addictive behaviour and the change process to understand how addictions develop and how addicted people recover. Topics include concepts and theories of addiction, brain physiology, specific substance and process addictions, controversies, challenges, interventions and treatments for addiction in counselling contexts.
Note: *Credit will be granted for only one of ED-D 519S, ED-D 591 (if taken in the same topic).*
Prerequisite(s):
• *Admission to MA program in Counselling Psychology; or*
• *permission of the department.*

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 taken more than once for credit in different topics; however, only the first occasion contributes to the required elective credits.*
Grading: *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.
Prerequisite(s):
• *ED-D 522 or permission of the department; and*
• *admission to MA program in Counselling Psychology; or*
• *permission of the department.*

ED-D 522   Units: **Variable**
Skills and Practice for Counselling
Provides basic counselling interventions with an emphasis on the therapeutic relationship. Extensive opportunity to role play and to self-reflect on role as counsellor and issues related to boundaries and power. Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. Includes direct client contact under the supervision of a qualified professional with diverse client populations.
Note: *May be taken more than once until practicum hourly requirements are met.*
Prerequisite(s):
• *Admission to MA program in Counselling Psychology; or*
• *permission of the department.*
Corequisite(s): *Either ED-D 518 and ED-D 519N, or ED-D 519C and ED-D 519L.*
Grading: *INP, COM, N, F*

ED-D 523   Units: **Variable**
Internship in Counselling
Provides intensive practice in advanced counselling techniques and approaches under the supervision of a professional counsellor in community settings. Lectures focus on case presentations, models of consultation, supervisor-supervisee relationship, roles and responsibilities of health professionals, counsellor identity, professional organizations, record keeping. Two term course.
Notes:
• *May be taken more than once until practicum hourly requirements are met to a maximum of 3 units of credit.*
• *Enrolment is limited due to availability of placements.*
Prerequisite(s):
• *ED-D 522; and*
• *admission to MA program in Counselling Psychology; or*
• *permission of the department.*
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.
Notes:
• *May be taken more than once to include facilitation practicum with both a ED-D 414 and ED-D 417 instructor normally to a maximum of 3 units.*
• *Cannot be used to fulfill elective requirements for program.*
Prerequisite(s): *Admission to MA program in Counselling Psychology.*
Grading: *COM, N, F*

ED-D 525   Units: **1.5**
Indigenous Healing and Spirituality
Indigenous values, worldviews, and spirituality as the foundation for helping and healing. Topics include traditional knowledge, holistic healing, role of elders, and Indigenous spiritual practices.
Prerequisite(s):
• *Admission to a master's program in Indigenous Communities Counselling; or*
• *permission of the department.*
Grading: *COM, N, F*

ED-D 531   Units: **1.5 or 3.0**
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 ED-D 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 ED-D 532A, ED-D 532, ED-B 532.*

ED-D 533   Units: **1.5**
Concepts and Theories of Leadership in Learning Contexts
Note: *May be taken once for credit in each of the areas listed below.*

ED-D 533A   Units: **1.5**
Politics in Organizations
An examination of politics in educational and related organizations: concepts of influence, authority, power, and control; frameworks for analyzing and understanding politics and policy; actors and agendas; interest and pressure groups; conflict and conflict resolution; the interface of leadership and politics; implications for governance and administrative practice.
Note: *Credit will be granted for only one of ED-D 533A, ED-B 533A.*

ED-D 533B   Units: **1.5**
Decision-Making and the Law
Develops awareness of the legal considerations and principles which apply to decision-making in school and other workplaces. Contains introductions to the interface between law, legislation and policy; statutes and the delegation of powers to decide, and the common law principles which govern decision-making by those with statutory authority. An array of case studies is used.
Note: *Credit will be granted for only one of ED-D 533B, ED-B 533B.*

ED-D 533C Units: **1.5**
Servant Leadership
An inquiry into the philosophy of servant-leadership as a vehicle for the development of moral literacy in democratic, caring, serving institutions with an investment in the common good.
Note: *Credit will be granted for only one of ED-D 533C, ED-D 591 (if taken in the same topic).*

ED-D 533D Units: **1.5**
Leadership
An examination of general leadership concepts, and practices as they apply to educational institutions, other workplaces, organizations and the community.
Note: *Credit will be granted for only one of ED-D 533D, ED-B 533D, ED-B 537C.*

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 ED-D 534, ED-B 534.*

ED-D 535 Units: **1.5**
Formerly: **535A and 535B**
Global Comparative Perspectives on Leadership and Education
Explorations of diverse leadership and education theories and practices in school, institutions, workplaces, and/or community across Canada and around the world.
Note: *Credit will be granted for only one of ED-D 535, ED-D 535A, ED-D 535B.*

ED-D 536 Units: **1.5 or 3.0**
Formerly: **ED-B 536**
Philosophy of Leadership
An examination of the relevant interaction of philosophy and leadership, with a view to clarifying philosophical concepts and theories and their application to the analysis, by individuals in leadership positions, of their own and others' actions.
Note: *Credit will be granted for only one of ED-D 536, ED-B 536.*

ED-D 537 Units: **1.5 or 3.0**
Formerly: **ED-B 537**
Functions and Processes of Leadership
Note: *May be taken once for credit in each of the areas listed below.*

ED-D 537A Units: **1.5 or 3.0**
Formerly: **ED-B 537A**
Educational Change
An analysis of change theory and the processes associated with change in education, with a view to assisting school leaders to facilitate reforms.
Note: *Credit will be granted for only one of ED-D 537A, ED-B 537A.*

ED-D 537D Units: **1.5 or 3.0**
Formerly: **ED-B 537D**
Instructional Supervision
Through an analysis of literature in leadership, communication, change and activation, as well as through an analysis of classroom observation techniques, the development of rational organizational patterns of supervision for educational administrators.
Note: *Credit will be granted for only one of ED-D 537, ED-B 537D.*

ED-D 537G Units: **1.5 or 3.0**
Formerly: **ED-B 537G**
Leadership in Educational Administration
Analysis of the roles and functions of the school principal, with emphasis upon educational leadership, understanding the breadth and diversity of the position, legal status, designated administrative and managerial responsibilities, and contemporary challenges.
Note: *Credit will be granted for only one of ED-D 537, ED-B 537G.*

ED-D 538A Units: **1.5**
Formerly: **538**
Community Leadership and Adult Learning
Focuses on leadership and learning strategies in communities and schools that work towards educational, social, environmental, and cultural change. Topics include: inter-connections between school and community; relations of power and social inequity; just learning societies; concepts of democracy, citizenship and governance; critical pedagogy/theory; feminist theory and leadership; aboriginal perspectives on leadership; cross-cultural and anti-racist dialogues; ethics and values in leadership; social learning, collectivity and collaboration.
Note: *Credit will be granted for only one of ED-D 538A, ED-D 538, ED-D 591 (if taken in the same topic).*

ED-D 538B Units: **1.5**
Cultural Leadership and Social Learning through the Arts
An exploration of the historical and contemporary contributions of arts-based education activities to cultural leadership, activism, and social justice and change across Canada and world-wide.
Note: *Credit will be granted for only one of ED-D 538B, ED-D 538, ED-D 591 (if taken in the same topic).*

ED-D 539A Units: **1.5**
Formerly: **539**
Leadership, Learning and Social Justice
Concepts of social justice and their relationship to leadership in schools, institutions and organizations and community. Focuses on issues of race/ethnicity, gender, class, sexual orientation and ability as enacted in everyday practice. Conceptions of democracy, privilege, power, and citizenship are central. Discussions extend to ecological and global issues of social justice.

ED-D 539B Units: **1.5**
Leadership, Education and Diversity
An exploration of the social, cultural, and political complexity of contemporary education in a pluralistic society. Focuses on issues of racism, homophobia, sexism, ableism and how they affect schools, workplaces, and/or communities and society as a whole.
Note: *Credit will be granted for only one of ED-D 539B, ED-D 591 (if taken in the same topic).*

ED-D 540 Units: **1.5**
Women, Learning and Leadership
Explores women's leadership in diverse contexts such as the women's movement(s), the voluntary sector, community organizations and government.
Note: *Credit will be granted for only one of ED-D 540, ED-D 591 (if taken in the same topic).*

ED-D 541 Units: **1.5**
Leadership in Rural Education
An examination of the historical contexts, unique issues, and recent developments surrounding leadership in rural and remote education, globally, nationally, and provincially, including First Nations. Focus is on issues of equitable educational opportunities, recruitment and retention of educators, multi-grade classes, professional isolation, and demands of community-based lifestyle and the benefits of technology. The dearth of rural education research is explored.
Note: *Credit will be granted for only one of ED-D 541, ED-D 591 (if taken in the same topic).*

ED-D 542 Units: **3.0**
A Comprehensive Investigation of Servant Leadership
An inquiry, identification and application of the servant leadership-followership philosophy in all formal educational and community organizations. Servant Leadership-followership is a vehicle for the development of moral literacy in democratic, caring institutions and an investment toward the common good.
Note: *Credit will be granted for only one of ED-D 542, ED-D 533C, ED-D 591 (if taken in the same topic).*

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.
Note: *Credit will be granted for only one of ED-D 561A, ED-D 561.*

ED-D 561B Units: **1.5**
Research Methods in Leadership
Designed to prepare students in Leadership Studies to undertake independent, scholarly research so that they might fulfill the research requirements for the 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.
Other graduate level research methods courses may be substituted with permission from the Graduate Adviser.
Note: *Students must complete their ED-D 598 project within the two-term 3.0 unit allotment.*
Prerequisite(s): *7.5 units of coursework.*
Corequisite(s): *ED-D 561B and ED-D 598.*

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.
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *ED-D 560; or*
• *permission of the department.*

ED-D 563 Units: **1.5**
Qualitative Research Methods
Introduction to various modes of qualitative inquiry; identification and examination of qualitative research methods in a variety of contexts and settings.
Note: *Credit will be granted for only one of ED-D 563, ED-D 519B.*

ED-D 564 Units: **1.5**
Indigenous Research and Program Evaluation
Indigenous worldviews, approaches to research, methodologies, practices and protocols are examined within the context of Indigenous community engagement. Specific topics include community partnerships, research ownership, research process, program evaluation, methods and outcomes. Ethics, reciprocity, and culturally respectful research will be explored.
Prerequisite(s):
• *Admission to a master's program in Indigenous Communities Counselling; or*
• *permission of the department.*

ED-D 568 Units: **1.5**
Formerly: **566A**
Inclusive Education in the 21st Century
A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, and ethical and policy issues.
Note: *Credit will be granted for only one of ED-D 568, ED-D 566A.*

ED-D 569 Units: **1.5**
Formerly: **566B**
Developmental Psychopathology and Disorders
Empirical and theoretical approaches to childhood disorders, including issues in their classification, etiology, developmental course, and presentation within the school setting. Emphasis will be placed on thinking about childhood disorders within both a developmental and school context. Assessment profiles and intervention strategies will be discussed.
Note: *Credit will be granted for only one of ED-D 569, ED-D 566B.*

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.
Notes:
• *Credit will be granted for only one of ED-D 570, ED-D 591 (if taken in the same topic).*
• *Students who complete this course may be eligible to apply for a lab instructor position for ED-D 101 (Learning Strategies for University Success).*

ED-D 571 Units: **1.5**
Advanced Assistive Technology in the Inclusive Classroom
Focuses on the research and application of a range of assistive technologies, assessment frameworks, instructional approaches and strategies, and resources to support active student engagement and participation in inclusive classrooms.
Note: *Credit will be granted for only one of ED-D 571, ED-D 591 (if taken in the same topic).*

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.
Note: *May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units; however, no more than 3 units of credit from the same instructor will be accepted except under exceptional circumstances.*

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.
Note: *May be taken more than once for credit in different topics.*

ED-D 591A Units: **1.5**
Selected Topics in Learning and Development

ED-D 591C Units: **1.5**
Selected Topics in Special Education

ED-D 591D Units: **1.5**
Selected Topics in Counselling

ED-D 591E Units: **1.5**
Selected Topics in Leadership Studies

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 coursework. Examination format may be either written or oral, as decided upon by the program supervisor in consultation with the candidate. Areas of examination and examiners are established by each program area (counselling, educational psychology, special education, leadership studies).
Grading: *INP, COM, N, F*

ED-D 598 Units: **3.0**
Project - Educational Psychology and Leadership Studies
Evidence of independent research work in the form of a project, extended paper(s), work report, etc., as determined within the department. Planned and carried out with a project supervisor.
Grading: *COM, N, F*

ED-D 599 Units: **6.0**
Thesis - Educational Psychology and Leadership Studies
Grading: *INP, COM, N, F*

ED-D 600 Units: **1.5**
Learning and Teaching in Higher Education
Explores instructional research and contemporary practices in higher education. Topics include using effective teaching strategies, developing course curriculum, and exploring various instructional models and media. Content is guided by recent research in the psychology of learning and instruction.
Note: *Students who are not in the LATHE Program and wish to take a course in this area may consider ED-D 614. With permission of the department, students who have taken ENGL 502 or WRIT 509 may obtain credit for ED-D 600.*
Prerequisite(s): *Admission to Graduate Certificate in Learning and Teaching in Higher Education (LATHE).*

ED-D 605 Units: **3.0**
Educational Psychology: Apprenticeship in Teaching in Higher Education
Explores research and rhetoric associated with numerous models of instruction found frequently in post-secondary contexts such as lecture, recitation, small-group discussion and on-line learning. As each instructional model is examined, students will practice supporting instructional skills and strategies.
Prerequisite(s): *Admission to Graduate Certificate in Learning and Teaching in Higher Education (LATHE).*
Pre- or Corequisite(s): *ED-D 600 or EDCI 560.*
Grading: *COM, N, F*

ED-D 610 Units: **1.5**
Contemporary Issues in Higher Education
Critically examines the problems and issues that dominate current thought and discussion in higher education in Canada and internationally. Topics considered will include globalization and internationalization, university governance, teaching and learning, the nature of academic work, corporatization of postsecondary institutions, credentialism, and relations between higher education and the state.
Prerequisite(s): *Permission of the department.*

ED-D 614 Units: **1.5**
University Teaching
An extensive review of research and instructional practices at the post-secondary level. Topics include models of instruction, teaching strategies, course development principles, and assessment practices.
Prerequisite(s): *Admission to a graduate program.*

ED-D 615 Units: **1.5 or 3.0**
Individual Apprenticeship in University Teaching
Students undertake an individualized apprenticeship experience with a sponsoring faculty member. The broad aim of the apprenticeship is to offer students guided practice in university instruction.
Note: *May be taken more than once for credit in different topics with approval of the student's supervisory committee.*
Prerequisite(s): *Admission to a graduate program.*
Grading: *COM, N, F*

ED-D 620 Units: **1.5**
Educational Psychology: Doctoral Apprenticeship in Research
Individualized opportunity for doctoral students to develop advanced research skills by apprenticing in faculty research or extra-to dissertation 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 taken more than once; however, only the first 1.5 units of credit can count toward the required elective credits.*
Prerequisite(s): *Permission of the department.*
Grading: *COM, N, F*

ED-D 660 Units: **1.5**
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 with permission of the department to a maximum of 4.5 units; however, no more than 3 units from the same instructor will be accepted except under exceptional circumstances.*

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.
Normally, within thirty six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass the candidacy examination.
Grading: *INP, COM, N, F*

ED-D 699 Units: **to be determined**
PhD Dissertation
Prerequisite(s): *ED-D 693.*
Grading: *INP, COM, N, F*

EDCI

Curriculum and Instruction Studies
Department of Curriculum and Instruction
Faculty of Education

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 EDCI 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 EDCI 510, ED-A 570.*

EDCI 511 Units: **1.5** 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 EDCI 511, ED-A 571.*

EDCI 512A Units: **1.5**
Formerly: **half of 512**
Digital Arts
An extensive exploration of digital studio processes focusing on visual expression, graphics, and fine art. Working in the digital studio, students will learn to generate creative ideas, collect resources, produce artwork, and integrate digital and traditional processes using industry-standard software packages. Emphasis on the production and teaching of digital arts for creative, educational and studio environments. No previous computer experience is required.
Note: *Credit will be granted for only one of EDCI 512A, EDCI 512.*

EDCI 512B Units: **1.5**
Formerly: **half of 512**
Digital Presentation
An extensive exploration of the tools and processes used in presenting studio media in digital formats. Students will learn how to organize existing studio materials, processes, ideas, and resources into dynamic presentation structures using still/motion visuals, text and audio. A strong focus will be given to the production formats required for final graduate presentations.
Note: *Credit will be granted for only one of EDCI 512B, EDCI 512.*

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 514 Units: **1.5**
Educational Discourses
An opportunity for engagement in the research community, advancing the development of student's own capacity for research, and a critical examination of contemporary literature on functional educational concepts, research issues and implications for curriculum and instruction.

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 EDCI 515, ED-B 515.*

EDCI 516 Units: **1.5**
Formerly: **542B, 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 EDCI 516, EDCI 542, EDCI 542B, ED-B 542.*

EDCI 517   Units: **1.5**
Formerly: **542A, 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 EDCI 517, EDCI 542A, EDCI 542, ED-B 542.*

EDCI 518   Units: **1.5**
Formerly: **540A, 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 EDCI 518, EDCI 540, EDCI 540A, ED-B 540.*

EDCI 519   Units: **1.5**
Formerly: **540B, 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 EDCI 519, EDCI 540, EDCI 540B, ED-B 540.*

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 EDCI 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 EDCI 521, EDCI 521A, EDCI 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 EDCI 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 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 531   Units: **1.5**
Formerly: **531A and 531B**

Introduction to Curriculum as Discourse

An overview of the field of curriculum studies from the early 20th century forward. Invites students to reflect on implications of curriculum as discourse within their own educational concepts and practices and to imagine new possibilities.

Note: *Credit will be granted for only one of EDCI 531, EDCI 531A, EDCI 531B, ED-B 555A, ED-B 555B.*

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 EDCI 533, ED-B 556, ED-B 557.*

EDCI 536   Units: **1.5**
Formerly: **543, half of ED-B 543, 543A**

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 EDCI 536, EDCI 543, EDCI 543A, ED-B 543.*

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 EDCI 541, ED-B 541.*

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 EDCI 544, ED-B 544.*

EDCI 545   Units: **1.5**
Formerly: **ED-B 545**

The Reading Curriculum in the Secondary School: Theory and Practice

Issues in the definition, development and function of secondary school developmental, corrective, and remedial reading programs. Considers the role of the reading consultant in program implementation.

Note: *Credit will be granted for only one of EDCI 545, ED-B 545.*

EDCI 546   Units: **1.5**
Formerly: **ED-B 546**

Interpretation and Analysis of Language Arts Research

A critical review of research methodologies used in the general area of language arts. Consideration of the appropriateness of specific methodologies to research in classroom problems.

Note: *Credit will be granted for only one of EDCI 546, ED-B 546.*

EDCI 547   Units: **3.0**
Formerly: **ED-B 547**

Issues in English Education in the Secondary Grades

The extensive critical examination of issues in the learning and teaching of English in the secondary grades.

Note: *Credit will be granted for only one of EDCI 547, ED-B 547.*

EDCI 548   Units: **1.5**
Formerly: **ED-B 558**

Development and Implementation of the Curriculum

Application of relevant theories and models to the design and development of school curricula in a specific area.

Note: *Credit will be granted for only one of EDCI 548, EDCI 548A, EDCI 548B, EDCI 548C, ED-B 558.*

EDCI 549   Units: **1.5**

Gender and Pedagogy

Draws upon historical and contemporary perspectives to provide lenses for analyzing various research issues and concerns in relation to educational policy and classroom practice. Inclusion and transformation are critical elements of the concepts developed in this course. Issues of gender influencing educational policy and practices will be examined, including areas such as curriculum development, teaching strategies, selection of curricular materials, professional interactions, and selection of teaching specialty areas.

Note: *Credit will be granted for only one of EDCI 549, EDCI 591 (if taken in the same topic).*

EDCI 550   Units: **1.5**
Formerly: **ED-B 550**
Seminar: Research in Early Childhood Education
Analysis, interpretation, and evaluation of selected research in early childhood education through study of its conceptual and methodological bases.
Note: *Credit will be granted for only one of EDCI 550, ED-B 550.*
Prerequisite(s):
• *1.5 units of EDCI course numbered 500 or higher; or*
• *permission of the department.*

EDCI 551   Units: **1.5**
Formerly: **ED-B 551**
The Young Child in Today's Society
An exploration of topics related to young children (birth through age 9) and their education in the context of Canadian society. Addresses several major questions, including: Who are today's young children? What are the issues and challenges facing Canadian children and families? How can early childhood programs address these challenges?
Note: *Credit will be granted for only one of EDCI 551, ED-B 551.*

EDCI 552   Units: **1.5**
Formerly: **ED-B 552**
Contemporary Trends in Early Childhood Education
An examination of program innovations and adaptations designed to make early childhood education relevant and responsive to the expectations, challenges and needs of today's children and families. Typical topics include early intervention and outreach programs; parent involvement; multiculturalism and anti-bias curricula; the impact of technology and media; professionalism and advocacy.
Note: *Credit will be granted for only one of EDCI 552, ED-B 552.*

EDCI 553   Units: **1.5**
Formerly: **ED-B 553**
International Early Childhood Education: Comparing Commonalities and Differences
Different countries approach the issues in educating young children in a rich variety of ways. Examines, from a comparative perspective, common themes and recurrent issues affecting preschool, kindergarten, and primary-aged children in selected countries, with emphasis on the Pacific Rim.
Note: *Credit will be granted for only one of EDCI 553, ED-B 553.*

EDCI 554   Units: **1.5**
Formerly: **ED-B 549**
Comparative Early Childhood Education: Curriculum, Context and Culture
Analysis and evaluation of approaches to curriculum, administration, and assessment in programs for preschool, kindergarten, and primary-aged children in cross-cultural contexts.
Note: *Credit will be granted for only one of EDCI 554, ED-B 549.*

EDCI 555   Units: **1.5**
Formerly: **ED-B 548**
Program Development for Early Childhood
Current issues in planning, implementing, and evaluating early childhood programs for children 0-9 years. Topics will include examination of the implications of current conceptions of developmentally appropriate practice, child-centred and play-based curricula, and efforts at inclusion.
Note: *Credit will be granted for only one of EDCI 555, ED-B 548.*

EDCI 556   Units: **1.5**
Formerly: **543B, 543, half of ED-B 543**
Language Processes in the School Curriculum: Writing and Representing
An examination of processes through which skills and competence in composition are developed. Includes analysis and evaluation of research, methods and materials relevant to instruction in composition.
Note: *Credit will be granted for only one of EDCI 556, EDCI 543, EDCI 543B, ED-B 543.*

EDCI 558   Units: **1.5**
Differentiated Instruction: Needs of Diverse Learners
Examines research and practice of differentiated instruction across the curriculum, with an emphasis on literacy at all levels. Investigates the philosophy and theory behind differentiated instruction and exemplary practices. Focuses on flexibility in how curriculum content, processes and representations of knowledge are designed within a differentiated model. Discussion of differentiated instructional models in relation to current trends in Canadian curriculum.
Note: *Credit will be granted for only one of EDCI 558, EDCI 591 (if taken in the same topic).*

EDCI 559   Units: **3.0**
Formerly: **ED-B 559**
Adult Learning in the Organizational Setting
Assists individuals and organizations to conduct and utilize research in the design, development and delivery of educational programs and services for adult learners. Contributes directly to the preparation and writing of graduate theses and projects that reflect research questions in adult education.
Note: *Credit will be granted for only one of EDCI 559, ED-B 559.*

EDCI 565   Units: **1.5**
Research and Practice of Learning Design
An in-depth look at the research and practice of learning design and its application to technology-enabled interactive learning environments. Students will critically examine theories and principles of learning design; explore how they can maximize the effectiveness, efficiency and appeal of learning experiences for learners; and teach for understanding.

EDCI 566   Units: **1.5**
EDUCoaching for Technology Integration
An exploration of principles and models of educational change through professional development coaching within the context of technology adoption theories. Students will actively coach or be coached during this course.

EDCI 567   Units: **1.5**
Interactive and Multimedia Learning Theories
An in-depth analysis of theories and applications of multimedia learning in interactive learning environments. Students will explore the latest research, compare, and critique current practices and emerging technologies such as touch input devices, for creating rich educational experiences.

EDCI 568
Discourse on Social Media for Connected and Personalized Learning
Exploration of current research on communities of learning to situate discussion on connected practices for both personalized and professional learning. Critical discourse will focus on the balance of opportunities afforded by connected learning as well as issues such as cyber bullying, safety, and privacy in online environments

EDCI 569   Units: **1.5**
The Distributed, Blended and Open Classroom
An examination of current research and models of distributed learning and the theories that drive successful learning experiences in a variety of configurations such as online, blended, multi-access, and open learning.

EDCI 570   Units: **1.5**
Formerly: **ED-E 540**
Research in Curriculum and Instruction in the Elementary Grades
Review of the critical issues; analysis of significant research on curriculum development at the elementary school level.
Note: *Credit will be granted for only one of EDCI 570, EDCI 570A, EDCI 570B, EDCI 570C, EDCI 570D, ED-E 540.*

EDCI 571   Units: **1.5**
Formerly: **ED-E 541**
Research in Curriculum and Instruction in the Secondary Grades
Review of the critical issues; analysis of significant research on curriculum development at the secondary level.
Note: *Credit will be granted for only one of EDCI 571, EDCI 571A, EDCI 571B, EDCI 571C, EDCI 571D, EDCI 571E, EDCI 571F, ED-E 541.*

EDCI 572   Units: **1.5**
Formerly: **ED-E 558**
Development and Implementation of the Curriculum
Application of relevant theories and models to the design and development of school curricula in a specified area.
Note: *Credit will be granted for only one of EDCI 572, EDCI 572A, EDCI 572B, EDCI 572A, EDCI 572C, EDCI 572D, EDCI 572E, EDCI 572F, ED-E 558.*

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 EDCI 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 EDCI 575, ED-E 546.*

EDCI 576   Units: **1.5**
Ecology, Pedagogy, and Practice
Theoretical examination of discourses that may include: the Deep Ecology Movement, Systems Theory, Eco-justice, and Cognitive Science to identify and discuss key issues in a variety of disciplinary areas as these relate to pedagogy and practice.
Note: *Credit will be granted for only one of EDCI 576, EDCI 591.*

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-learning-writing connections will be explored.

EDCI 578   Units: **1.5**
Science, Technology, Society and the Environment: Implications for Teaching
An exploration of the nature and relationships between science, technology, environment and society towards helping learners find possibilities that ensure a continuing future for humankind. Topics include a critical examination of contemporary issues of science and technology; social responsibility and environmental stewardship. how science is experienced in the schools, and expanding the notions of technology and environment encouraging an interdisciplinary STSE approach in education.

EDCI 579   Units: **1.5**
Formerly: **ED-E 545**
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 EDCI 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 EDCI 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 EDCI 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 590   Units: **to be determined**
Formerly: **ED-A, ED-B and ED-E 590**
Directed Study - Curriculum and Instruction
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the faculty.*

EDCI 591   Units: **1.5 or 3.0**
Formerly: **ED-A, ED-B and ED-E 591**
Selected Topics in Curriculum and Instruction
A variable content course. Normally restricted to course offerings and not individual study.
Note: *May be taken more than once for credit in different topics.*

EDCI 597   Units: **1.5**
Formerly: **ED-A, ED-B and ED-E 597**
Comprehensive Examination
A written and/or oral comprehensive examination, which must be passed as required for individual Master of Education programs.
Note: *Credit will be granted for only one of EDCI 597, ED-A 597, ED-B 597, ED-E 597.*
Grading: *INP, COM, N, F*

EDCI 598   Units: **3.0**
Formerly: **ED-A, ED-B and ED-E 598**
Project - Curriculum and Instruction
Grading: *INP, COM, N, F*

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.
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.*
Prerequisite(s): *Admission to a Community-based MEd program.*
Grading: *COM, INP, N, F.*

EDCI 598B   Units: **1.5**
Project
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. A project may be presented in any appropriate form - prose, performance, multimedia, or exhibition for example - but must include a written submission of moderate length. The successful completion of the project requires the approval of the course instructor and the student's program supervisor.
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
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.
Prerequisite(s):
• *EDCI 598A; or*
• *admission to a Community-based MEd program.*
Grading: *COM, INP.*

EDCI 599   Units: **7.5**
Formerly: **ED-A, ED-B and ED-E 599**
Thesis - Curriculum and Instruction
Grading: *INP, COM, N, F*

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 in different topics to a maximum of 6 units.*
Prerequisite(s): *Admission to 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 614　　Units: **1.5**
Formerly: **600**
Discourses in Educational Studies
An opportunity for engagement in the research community, advancing the development of student's own capacity for research, and a critical examination of contemporary literature on functional educational concepts, research issues and implications for curriculum and instruction.
Note: *Credit will be granted for only one of EDCI 614, EDCI 600.*

EDCI 616　　Units: **1.5**
Formerly: **642B, 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 EDCI 616, EDCI 642, EDCI 642B, ED-B 642.*

EDCI 617　　Units: **1.5**
Formerly: **642A 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.
Notes:
• *Credit will be granted for only one of EDCI 642, EDCI 642A, ED-B 642.*
• *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s): *EDCI 542 or ED-B 542.*

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 EDCI 632, EDCI 532.*

EDCI 633　　Units: **1.5**
Critical Discourses in Curriculum Design and Change
Identification, analysis and critique of current discourses of curriculum development, implementation, and change found in educational practice and in theoretical literature.
Note: *Credit will be granted for only one of EDCI 633, EDCI 533.*

EDCI 636　　Units: **1.5**
Formerly: **643A, 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 EDCI 636, EDCI 643, EDCI 643A, ED-B 643.*

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 EDCI 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 EDCI 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.
Note: *Credit will be granted for only one of EDCI 649, ED-B 649.*

EDCI 650　　Units: **1.5**
Doctoral Seminar in Early Childhood Education
Doctoral seminar to consider analysis, interpretation, and evaluation of selected research in early childhood education; study of conceptual and methodological bases.

EDCI 656　　Units: **1.5**
Formerly: **643B, 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 EDCI 656, EDCI 643B, EDCI 643, ED-B 643.*

EDCI 672　　Units: **1.5**
History and Philosophy of Math, Science, Educational Technology
Selected moments in the history of science, mathematics and technology, and aspects of the writings of philosophers such as Bacon, Pascal, Descartes, Popper, Kuhn, Franklin, Harding, Matthews, Maturana, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and educational technology.

EDCI 673　　Units: **1.5**
Information and Communication Technologies in Environmental Education, Mathematics, and Science Instruction
Explores the changes information and communication technologies (ICT) have made on learning and instruction in environmental, mathematics and science education. Theoretical, classroom instruction, and research implications will be considered.

EDCI 681　　Units: **1.5**
Advanced Research Design
Explores research methodologies appropriate to specific research problems, questions, and contexts. An examination of the purposes of research, the role of literature review, educational theories, and design of a research question considering the relationship between question and research method.
Note: *Students who have completed a master's level research methods course may request permission to register in the course.*
Prerequisite(s): *Permission of the faculty.*

EDCI 690　　Units: **1.5 or 3.0**
Formerly: **ED-B 690**
Directed Studies - Curriculum and Instruction
Under the direction of program supervisors, topics in the area of research interests of doctoral students will be examined, leading to the development of background material for a PhD dissertation.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
Prerequisite(s): *Set by department depending upon topic.*

EDCI 691　　Units: **1.5 or 3.0**
Formerly: **ED-B 691**
Selected Topics in Curriculum and Instruction
Issues pertaining to students' research interests and faculty expertise will be examined.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
Prerequisite(s): *Set by department depending upon topic.*

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: **30.0**
Formerly: **ED-B 699**
PhD Dissertation - Curriculum and Instruction
Prerequisite(s): *EDCI 693.*
Grading: *INP, COM, N, F*

ELEC

Electrical Engineering
Department of Electrical and Computer Engineering
Faculty of Engineering

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: *Credit will be granted for only one of ELEC 503, ELEC 403.*

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 ELEC 504, ELEC 400.*

ELEC 509 Units: **1.0**
Seminar
Expose Master's students to different areas of research through seminar participation and provide a forum for the presentation of graduate student research. Required for 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
The channel coding problem; coding approaches and characteristics; linear block codes; bounds on codes; finite fields; cyclic, BCH and Reed-Solomon codes; convolutional codes and the Viterbi algorithm; error control in data storage and transmission systems. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 405, ELEC 511.*

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. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 512, ELEC 450.*

ELEC 514 Units: **1.5**
Design and Analysis of Computer Communication Networks
Markov chains and techniques for studying their transient and steady-state behaviour. 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 similar distributions and traffic. Analysis and design of switching fabrics. Switch design alternatives and performance modelling. Simulation of networks. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 514, CENG 461.*

ELEC 515 Units: **1.5**
Information Theory
Information theory and its relationship to probability, statistics, and data compression; entropy, relative entropy and mutual information; Huffman coding, arithmetic coding and Lempel-Ziv coding; channel capacity; group codes; generator and parity check matrices; Hamming codes and bound; bounds on the dimension of a linear code; random coding bounds; code construction.

ELEC 516 Units: **1.5**
Advanced Wireless Communications
Statistical fading channel models, digital communications over fading channels, diversity techniques for fading mitigation, channel adaptive transmission, multicarrier modulation/OFDM, spread spectrum techniques/CDMA, MIMO systems and space-time coding.
Note: *Credit will be granted for only one of ELEC 516, ELEC 519A (if taken in the same topic).*

ELEC 517 Units: **1.5**
Software Defined Radio
Software defined radio architectures. Receiver design: radio frequency, digital signal processing, software. Application to analog and digital communications, cognitive radio, dynamic spectrum access. Implementation of software radio algorithms using GNU Radio, Simulink or other platforms. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 517, ELEC 417, ELEC 539A (if taken in the same topic).*

ELEC 519A Units: **1.5**
Formerly: **619A**
Selected Topics in Digital Communications
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 519B Units: **1.5**
Formerly: **619B**
Selected Topics in Computer Communications
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 519C Units: **1.5**
Formerly: **619C**
Selected Topics in Secure Communications
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

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: *Credit will be granted for only one of ELEC 522, ELEC 453.*

ELEC 524 Units: **1.5**
Formerly: **624**
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.
Note: *Credit will be granted for only one of ELEC 524, ELEC 624.*

ELEC 525 Units: **1.5**
Advanced 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 plasmon resonance), high-reflectivity and anti-reflection coatings, Bragg gratings, and semiconductor lasers.

ELEC 526 Units: **1.5**
Formerly: **623**
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.
Note: *Credit will be granted for only one of ELEC 526, ELEC 623.*

ELEC 529A   Units: **1.5**
Formerly: **629**
Selected Topics in Microwaves, Millimeter Waves and Optical Engineering
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

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 ELEC 531, ELEC 407, ELEC 458.*

ELEC 534   Units: **1.5**
Applications of Digital Signal Processing Techniques
Decimation and interpolation of discrete signals. Least-squares signal modelling. The LMS algorithm and application in adaptive interference cancellation and system identification. Basic multirate DSP systems. Polyphase representation and design of multirate systems. Application of multirate systems in signal compression and noise removal. Representation and digital processing of speech signals. Neural network and applications. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 534, ELEC 459.*

ELEC 535   Units: **1.5**
Data Analysis and Pattern Recognition
Statistical data analysis and random processes, ergodicity and stationarity, Bayesian decisions procedures, feature extraction and selection, parametric and non-parametric pattern classification and clustering techniques. Applications to big data, data science, and computer security problems. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 535, ELEC 485.*

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: *Credit will be granted for only one of ELEC 536, CENG 421.*

ELEC 539A   Units: **1.5**
Formerly: **639A**
Selected Topics in Digital Signal Processing
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 539B   Units: **1.5**
Formerly: **639B**
Selected Topics in Image Processing
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 539C   Units: **1.5**
Formerly: **679**
Selected Topics in Underwater Acoustic Systems
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 543   Units: **1.5**
Design of Digital and VLSI Systems
Advanced combinational and sequential logic design. Optimization of finite state machines; timing methodologies and synchronization issues. Hardware description languages (HDL): structural and behavioural descriptions, simulations and testbenches, coding styles, design with HDL and FPGA implementation. Design for test: testing concepts, scan-based design and built-in self-test (BIST). Design for high speed: timing analysis, pipelining and retiming. Design for low power: sources of power dissipation, design transformations. Students will be required to complete a project.
Note: *Credit will be granted for only one of ELEC 543, CENG 441.*

ELEC 545   Units: **1.5**
Nanotechnology
Nanoscale materials and devices. Techniques and tools of nanostructure fabrication and characterization. Properties of low-dimensional materials. Semiconductor nanostructures, metallic nanoparticles, carbon nanotubes, organic molecules, quantum dots. Applications including nanoelectronics and molecular devices, biotechnology, nanoscale computation, nanomechanical devices and nanophotonics. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 545, ELEC 420.*

ELEC 546   Units: **1.5**
Formerly: **642**
Mapping DSP Algorithms onto Processor Arrays
Parallel algorithms and their dependence. Applications to some common DSP algorithms. System timing using the scheduling vector. Projection of the dependence graph using a projection direction. The delay operator and z-transform techniques for mapping DSP algorithms onto processor arrays. Algebraic technique for mapping algorithms. The computation domain. The dependence matrix of a variable. The scheduling and projection functions. Data broadcast and pipelining. Applications using common DSP algorithms.
Note: *Credit will be granted for only one of ELEC 546, ELEC 642.*

ELEC 547   Units: **1.5**
Electronic Devices
Study of the operation of bipolar and field-effect devices in VLSI design. Study of photonic and opto-electronic devices used in transmission, modulation, demodulation and receivers. Principles, construction and design of lasers and their applications. Study of display devices, thin-film devices, imaging devices, transducers and micromachines and their interfacing. Sensor arrays and related system design. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 547, ELEC 412.*

ELEC 548   Units: **1.5**
Hardware Security
Introduction to abstract algebra and finite field arithmetic. Hardware attacks and mitigation techniques. Hardware trojans and hardware trojan detection techniques. Trusted design in FPGAs. Security in embedded systems. Design for hardware trust. Security and testing. Students will be required to complete a project.
Note: *Credit will be granted for only one of ELEC 548, CENG 448.*

ELEC 549A   Units: **1.5**
Formerly: **688**
Selected Topics in Electronics
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 549B   Units: **1.5**
Formerly: **649B**
Selected Topics in VLSI Design
Notes:
- *May be taken more than once for credit in different topics to a maximum of 3 units.*
- *Variable content course.*

ELEC 551   Units: **1.5**
Formerly: **631**
Digital Filters II
Design of recursive and nonrecursive digital filters satisfying prescribed specifications. Design of recursive filters by optimization, Newton, quasi-Newton, and minimax algorithms, design of equalizers. Design of nonrecursive filters by optimization, Remez exchange algorithm, efficient search methods, application to the design of differentiators, Hilbert transformers, and multiband filters. Effects of coefficient and product quantization, signal scaling, minimization of roundoff noise, limit-cycle oscillations. Introduction to multirate signal processing.
Notes:
- *Credit will be granted for only one of ELEC 551, ELEC 631.*
- *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
- *ELEC 407 or ELEC 531; or*
- *permission of the department.*

ELEC 553 Units: **1.5**
Introduction to Parallel and Cluster Computing
Overview of massively parallel and cluster computers. Processing models (shared memory versus message passing). Processes and threads. Standard algorithms utilizing parallelism. Matrix and vector operations. N-body problems, collective communications. Parallel application environments MPI and OpenMP. Includes significant exposure to parallel applications including developing and coding of sample parallel codes. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 553, CENG 453.*

ELEC 559A Units: **1.5**
Formerly: **659A**
Selected Topics in Robotics
Notes:
• *May be taken more than once for credit in different topics to a maximum of 3 units.*
• *Variable content course.*

ELEC 559B Units: **1.5**
Formerly: **659B**
Selected Topics in Automatic Control
Notes:
• *May be taken more than once for credit in different topics to a maximum of 3 units.*
• *Variable content course.*

ELEC 562 Units: **1.5**
Formerly: **661**
Introduction to Parallel Computer Systems
General formalism and description of parallel systems. Sequential and parallel execution. Synchronization. Principles of pipeline and vector processing. SIMD and MIMD machines. Multi-stage and computer interconnection networks. Routing (e-cube, hyperswitch, wormhole, virtual channels) and flow control in computer interconnection networks. Shared memory and multicomputer systems. Caches and cache coherence. Data flow systems (macro and micro data flow).
Note: *Credit will be granted for only one of ELEC 562, ELEC 661.*

ELEC 564 Units: **1.5**
Neural Networks and Their Implementation
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 technologies, algorithm definitions, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

ELEC 565 Units: **1.5**
Digital Integrated Circuits
Silicon logic: logic design with MOSFET, CMOS, and BiCMOS; physical structure, physical design, fabrication. Logic-electronic interface: characteristics of MOSFETS, CMOS analysis and design. VLSI design: CAD tools, system components, arithmetic circuits, memory and programmable logic, system-level physical design, clocking and testing. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 565, CENG 442.*

ELEC 567 Units: **1.5**
Advanced Network Security
Presents, from a practical perspective, underlying principles and techniques of network security. Students will be exposed to ethical hacking, and penetration testing. Various protection methods, used in practice to detect and respond to malicious network attacks, will be presented. Students will also learn how to implement successful security policies and defense mechanisms and strategies, with a particular focus on firewalls, intrusion detection and response, virtual private networks, and biometrics technologies.

ELEC 568 Units: **1.5** Hours: **3-1.5**
System-on-Chip Engineering for Signal Processing
Design and System-on-Chip (SOC) implementation for signal processing applications. SOC design and testing methodologies, Platform-based design, Intellectual Property (IP) reuse, and built-in self-test. Controlling power consumption in SOC implementations. SOC multi-technology integration of analog and digital electronics, sensors and MEMS. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 568, ELEC 466.*

ELEC 569A Units: **1.5**
Formerly: **669**
Selected Topics in Computer Engineering
Notes:
• *May be taken more than once for credit in different topics to a maximum of 3 units.*
• *Variable content course.*

ELEC 570 Units: **1.5**
Computer Forensics Methodologies
Digital forensics notions and techniques used in the investigation of cybercrimes. Legal awareness of computer security and forensics, evidentiary process techniques, computer forensics methodologies with an emphasis on computer incident response and Information Technology (IT) systems' protection. Ethics, rules of evidence, effective communications, search and seizure relative to privacy legislation. Threats, how they can be detected, and controls to reduce the likelihood of their occurrence.
Prerequisite(s): *ELEC 567.*

ELEC 571 Units: **1.5**
Underwater Acoustic Systems
Propagation of acoustic plane waves in a homogeneous medium and its electrical equivalent model. Acoustic impedance. Pressure measurements and units. Acoustic transducers and equivalent circuits. Acoustic arrays, beam forming and beam steering. Sound transmission in the ocean. Ambient noise. Sonar equations. Performance analysis of active and passive sonar systems. Introduction to specialized acoustic systems.

ELEC 572 Units: **1.5**
Security, Privacy, and Data Analytics
Explores the underlying theoretical foundations of information security and privacy issues from an engineering perspective. Applications of information-theoretic concepts, techniques, and methods to the problem of quantifying achieved levels of security and privacy in larger-scale systems in the presence of adversaries.
Students are required to complete a project.
Prerequisite(s): *ELEC 567.*

ELEC 573 Units: **1.5**
Formerly: **603**
Engineering Design by Optimization II
Fundamentals of constrained optimization theory. Simplex methods for linear programming. Modem interior-point methods such as primal-dual path-following methods and Mehrotra's predictor-corrector algorithm for linear programming. Active-set methods and primal-dual interior-point methods for quadratic and convex programming. Semidefinite programming algorithms. Sequential quadratic programming and interior-point methods for nonconvex optimization. Implementation issues and current software packages for constrained optimization. Applications in digital signal processing, control, robotics and communications.
Notes:
• *Credit will be granted for only one of ELEC 573, ELEC 603.*
• *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *ELEC 403 or ELEC 503; or*
• *permission of the department.*

ELEC 574 Units: **1.5**
Practice of Information Security and Privacy
Aims to present a holistic view of various security engineering topics through practical case studies. Topics include enterprise security architecture, security threat and risk assessment, education and awareness, monitoring, investigation and forensics, application security, media handling and intellectual property, privacy, physical and environmental security, and business continuity planning. Also introduces information security-related certification and relevant professional associations. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 574, SENG 460.*

ELEC 581 Units: **1.5**
Power Electronics
Characteristics of power semiconductor switching devices, e.g., silicon controlled rectifiers, bipolar and MOS power transistors, insulated gate bipolar transistors, gate-turn-off thyristors. Basic principles of phase controlled converters, dc to dc choppers, dc to ac inverters (square wave and pulse width modulated), switching power supplies, resonant converters. Applications to communication and computer power supplies, electric drives, induction heating, etc.

ELEC 583 Units: **1.5**
Digital Video Processing
Representation of digital video. Image formation models. Spatio-temporal sampling and sampling structure conversion. Two- and three-dimensional motion estimation techniques. Optical flow, block-based and pel-recursive methods for motion estimation. Still image and video compression methods and standards. Interface compression and model-based methods for video compression. Digital video systems and applications. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 583, ELEC 483.*

ELEC 584　　Units: **1.5**
Dynamics and Control of Switched Mode Power Supplies
Introduction to switch mode power supplies. Detailed analysis of non-isolated converters (Buck, Boost, Buck-boost, Cuk, etc) and isolated converters (Flyback, Forward, Push-pull, Half bridge, Full bridge, Current Source converters, etc). State space averaging technique to model converters. Design of multi-loop controllers (inner current loop and outer voltage loop). Introduction to PWM switch model as an alternative to state space averaging technique. Students will need to complete a project.
Note: *Credit will be granted for only one of ELEC 584, ELEC 461, ELEC 689 (if taken in the same topic).*

ELEC 585　　Units: **1.5**
Motor Drive Dynamics
DC Machines: Modeling of dc machines with load inertia and damping. Design of current, speed and position controllers for closed loop operation. AC Machines: Induction machines: Scalar control. Space phasors and modeling of three phase induction machines. Field oriented control of Induction machines using space-phasor as well as synchronous reference frame theory approach. Reference frame theory and frame transformation. Description of stator, rotor and synchronous reference frames. Students will need to complete a project.
Note: *Credit will be granted for only one of ELEC 585, ELEC 462, ELEC 689 (if taken in the same topic).*

ELEC 586　　Units: **1.5**
Multiresolution Signal and Geometry Processing With C++
Multirate signal processing, upsampling, downsampling, sampling rate conversion, polyphase techniques, multirate filter banks, multiresolution signal representations, wavelets, digital geometry processing, polygon meshes, subdivision surfaces/wavelets, efficient multiresolution signal processing. Applications in data compression, computer graphics/animation, geometric modeling, communications, and signal processing. C++ programming language, libraries such as OpenGL and CGAL. Students are required to complete a project.
Note: *Credit will be granted for only one of ELEC 586, ELEC 486.*

ELEC 589A　　Units: **1.5**
Formerly: **689**
Selected Topics in Power Electronics
Notes:
• *May be taken more than once for credit in different topics to a maximum of 3 units.*
• *Variable content course.*
Prerequisite(s): *Permission of the department.*

ELEC 590　　Units: **1.5**
Directed Study
Graduate course in the Electrical Engineering program administered by the Faculty of Graduate Studies. A wide range of topics will be available.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

ELEC 591　　Units: **0.5**
Professional Practice
Introduction to professional engineering practice. Introduction to time management techniques and strategies for engineers. Canadian labour market research, career development and exploration, and building a professional network. Cultural intelligence and the diversified workplace. Technical and business communication for engineers. Safety-aware engineering design. Occupational health and safety in the workplace.
Note: *This course will be offered by the Engineering, Computer Science/Math Co-op and Career Services.*
Prerequisite(s): *Admission to MENG program in Telecommunications and Information Security.*

ELEC 592　　Units: **1.0**
Career Development
Introduction of professional standards and ethics for engineers. Presentation of conflict resolution strategies and development of critical thinking. Development of presentation and technical writing skills. Introduction of project management and risk management methods and tools. The impact of entrepreneurship and the function of the entrepreneur in new venture creation.
Prerequisite(s): *Admission to MENG program in Telecommunications and Information Security.*

ELEC 598　　Units: **2.0**
MEng Project
Grading: *INP, COM, N, F*

ELEC 599　　Units: **12.0**
MASc Thesis
Grading: *INP, COM, N, F*

ELEC 609　　Units: **1.0**
Seminar
Expose PhD students to different areas of research through seminar participation and provide a forum for the presentation of graduate student research. Required for all Doctoral students every year of their program as an addition to the normal program except by departmental permission. One unit of credit shall be given upon completion.
Grading: *INP, COM, N, F*

ELEC 621　　Units: **1.5**
Numerical Techniques in Electromagnetics
Introduction to theoretical principles, and applications of numerical techniques for solving electromagnetic field problems. Static and dynamic field problems in modern microwave and millimeter wave transmission media. Maxwell's equations and their principal solutions. Boundary and interface conditions. Finite difference and finite element method (FDM, FEM). Method of moments (MM). Spectral domain and mode matching techniques. Transmission line method (TLM).
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *One of ELEC 521, ELEC 522, ELEC 524, ELEC 525; or*
• *permission of the department.*

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 three years from initial PhD registration. Required of all PhD students every term of their program until the oral examination is passed.
Note: *ELEC 693 is a corequisite: all registrations in ELEC 699 must be accompanied by registration in ELEC 693 until ELEC 693 is passed.*
Grading: *INP, COM, N, F*

ELEC 699　　Units: **30.0-36.0**
PhD Dissertation
Corequisite(s): *ELEC 693.*
Grading: *INP, COM, N, F*

ENGL

English
Department of English
Faculty of Humanities

ENGL 500　　Units: **1.5**
Textual Studies and Methods of Research
Advanced training in research skills, textual studies, disciplinary issues, and professional life. Covers bibliography (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 practicum time are given equal weight; however, their proportion may vary from week to week and from term to term.*
Grading: *INP, COM, N, F*

ENGL 503   Units: **1.5**
Special Studies I

ENGL 505   Units: **1.5**
Studies in Literary Theory: Area Course

ENGL 506   Units: **1.5**
Studies in Literary Theory: Special Topic

ENGL 507   Units: **1.5**
Digital Literary Studies: History and Principles
Surveys and explores intellectual traditions and emergent concerns associated with computing in literary studies. Topics may include material relating to literary digital representation, analysis, communication, and creation, and involve theoretical considerations and pragmatic approaches.
Note: *Credit will be granted for only one of ENGL 507, ENGL 590 (if taken in the same topic).*

ENGL 508   Units: **1.5**
Digital Literary Studies: Special Topic

ENGL 509   Units: **1.5**
Digital Literary Studies: DHSI Proseminar
A directed studies course in an area of the digital humanities, to be combined with curriculum offered by the Digital Humanities Summer Institute as with HUMA 491 (see www.dhsi.org).
Note: *May be taken more than once for credit in different topics.*

ENGL 510   Units: **1.5**
Studies in Old English Literature: Special Topic

ENGL 515   Units: **1.5**
Studies in Middle English Literature: Area Course

ENGL 516   Units: **1.5**
Studies in Middle English Literature: Special Topic

ENGL 520   Units: **1.5**
Studies in Renaissance Literature: Area Course

ENGL 521   Units: **1.5**
Studies in Renaissance Literature: Special Topic

ENGL 530   Units: **1.5**
Studies in the Literature of the 17th Century: Area Course

ENGL 531   Units: **1.5**
Studies in the Literature of the 17th Century: Special Topic

ENGL 540   Units: **1.5**
Studies in the Literature of the 18th Century: Area Course

ENGL 541   Units: **1.5**
Studies in the Literature of the 18th Century: Special Topic

ENGL 550   Units: **1.5**
Studies in the Literature of the 19th Century: Area Course

ENGL 551   Units: **1.5**
Studies in the Literature of the 19th Century: Special Topic

ENGL 560   Units: **1.5**
Studies in 20th-Century British and Irish Literature: Area Course

ENGL 561   Units: **1.5**
Studies in 20th-Century British and Irish Literature: Special Topic

ENGL 570   Units: **1.5**
Studies in American Literature Pre-1914: Area Course

ENGL 571   Units: **1.5**
Studies in American Literature 1914 to the Present: Area Course

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

ENGL 582   Units: **1.5**
Core Seminar in Literatures of the West Coast
An introduction to interdisciplinary study in the literatures of the West Coast. Primary areas of investigation include: Borders and Regions; Historiographies; Pacific Diasporas, Migrations, and Nations; Identity and Place. Compulsory for students in the Literatures of the West Coast Concentration.

ENGL 583A   Units: **1.5**   Hours: **3-0**
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 Marlatt, Bowering and Lai. Poetry selections may include Birney, Livesay, Bowering, Wah.

ENGL 583B   Units: **1.5**
The West Coast Line by Line
Contemporary poetry and construction of the West Coast. Analysis of individual poems in relation to broader theoretical questions related to the relationship between text and place. Markers of place in poetry and their relationship to markers of place in fiction and Barthes' "reality effect."

ENGL 583C   Units: **1.5**
The Tish group
The works and influence of George Bowering, Fred Wah, Pauline Butling, Daphne Marlatt, and Frank Davey, along with their students and followers, poets associated with "Tish" magazine in the 1960s. The Tish group's rejection of the tradition of Canadian writing in favour of their focus on locality, iconoclastic politics, and exuberant formal experimentation. Their influence as academics and publishers as well as writers.

ENGL 583D   Units: **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.

ENGL 583E   Units: **1.5**
Indigenous Laws and Literatures of the West Coast
Indigenous literature and life writing in relation to historical and legal texts. Consideration of the issues of indigenous difference/sameness, equality/inequality explored by examining the concern for historical and social differences between Native and non-Native communities in British Columbia in relation to questions of place and identity.

ENGL 583F   Units: **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 counterhegemonic representations of Pacific Northwest forests as "totemic" "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 McKinnon, Lawrence Paul Yuxweluptun, and Bruce Braun.

ENGL 583G Units: **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 Marlatt, and Fred Wah, whose poetics reveal the blindnesses and the insights of Romantic literary tradition. Issues to be explored include poetic form and forms of attention (poetry as ecological consciousness), language, being, nature, myth, knowledge (especially local knowledge), science, culture, and economics, all of which are linked to questions of gender and race.

ENGL 583H Units: **1.5**
American Literature on the Pacific
The American West Coast as an occasion for writers to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Survey; Japanese American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyberspace. Authors may include Okada, Kingston, Chin, Momaday, Alexie, Anzaldua, Valdez, Reed, Pynchon, McCarthy, Powers, Gibson, Dick, Palahniuk, Eggers.

ENGL 583I Units: **1.5**
Literary Anthropology and Anthropological Literature on the Pacific Coast
Comparative introduction to anthropological writings about Indigenous peoples of the West Coast and literary works that draw on anthropological knowledge. Genres to be studied include poetry, stories, life-writing, essays, anthropological theory and studies; theoretical issues include formal intersections of ethnography and literature, politics of representation, cultural appropriation, ethics of translation, tensions between oral and written traditions. Authors include Barbeau, Boas, Bringhurst, Cameron, Cruikshank, Levi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner and Wilson.

ENGL 585 Units: **1.5**
Studies in Canadian Literature: Area Course

ENGL 586 Units: **1.5**
Studies in Canadian Literature: Special Topic

ENGL 590 Units: **1.5**
Directed Reading

ENGL 598 Units: **3.0-4.5**
Master's Essay or Project
Students are required to complete a Master's Essay or Project and a final oral examination based on that essay or project. It should not exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. This essay or project will normally be a revised and extended version of a paper or project prepared for one of the student's courses.
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 or Project (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
Notes:
- *Credit will be granted for only one of ENGL 693, ENGL 698.*
- *Students are required to pass two exams (Major Field and Focused Field) within 24 months of registration as a doctoral candidate, and before registering in the Dissertation (ENGL 699).*
Grading: *INP, COM, N, F*

ENGL 699 Units: **18.0-33.0**
PhD Dissertation
Prerequisite(s): *ENGL 693.*
Grading: *INP, COM, N, F*

ENTC

Entrepreneurship Certificate
Peter B. Gustavson School of Business

ENTC 510 Units: **1.5**
Entrepreneurship Searching and Screening
Provides students with the tools to identify ideas for new ventures through systematic searching. Screening tools and techniques enable students to distinguish between a good idea and a good opportunity. Topics for the course include opportunity identification, opportunity analysis and proof of concept. Students will utilize criteria to successfully screen opportunities and recognize personal criteria that can be used in evaluating new ventures and innovation strategies.
Prerequisite(s):
- *Admission to Graduate Certificate program in Entrepreneurship; or*
- *permission of the school.*

ENTC 520 Units: **1.5**
Entrepreneurship Planning and Financing
Develops the student's ability to tell the "story" of a new venture idea with just enough facts and details to convey to investors that the business is viable. Topics for the course include strategies for commercialization, entrepreneurial finance and securing and protecting resources. Students will study how to raise money strategically and how to work with various potential investors and asset classes.
Prerequisite(s): *Admission to Graduate Certificate program in Entrepreneurship.*
Pre- or Corequisite(s): *ENTC 510.*

ENTC 530 Units: **1.5**
Entrepreneurship Set-up and Launch
Focuses on systems and models that enable the entrepreneur to maximize the business operating environment. Operations analysis tools and methodology are presented to assist in designing, planning, and controlling operations. Topics for the course include securing commitment, entrepreneurial marketing and communications, entrepreneurial systems and exit strategies; gain strategic and tactical skills to launch and operate a new company with a limited budget for the first twelve to eighteen months of a company's life.
Prerequisite(s): *Admission to Graduate Certificate program in Entrepreneurship.*
Pre- or Corequisite(s): *ENTC 520.*

ENTC 540 Units: **1.5**
Entrepreneurship Growth and Context Expertise
Enables students to grow their own entrepreneurial companies by emphasizing innovation and value capture in a dynamic environment. Topics for the course include managing growth and change and entrepreneurs as global citizens. Students will choose one of the following four special topics of focus for the final third of the course: (1) Technology-based ventures, (2) service-based ventures, (3) internet-based ventures, or (4) doing business in China.
Prerequisite(s): *Admission to Graduate Certificate program in Entrepreneurship.*
Pre- or Corequisite(s): *ENTC 530.*

ENTD

Entrepreneurship Diploma
Peter B. Gustavson School of Business

ENTD 590 Units: **3.0**
Entrepreneurship Practicum and Directed Studies Seminar
Provides a practical opportunity to apply all student entrepreneurial knowledge and skills from the four courses that constitute the Graduate Certificate in Entrepreneurship. Students will implement a business plan for a new venture or an existing company. Through journals, reports, discussions and faculty mentoring, students will conduct both personal and situational analysis in the entrepreneurial environment in which they launch and operate their new business or new value creation project.
Prerequisite(s):
- *All of ENTC 510, ENTC 520, ENTC 530, ENTC 540; and*
- *admission to Graduate Diploma program in Entrepreneurship.*

COURSE LISTINGS ENTC

EOS

Earth and Ocean Sciences
School of Earth and Ocean Sciences
Faculty of Science

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, depositional, and diagenetic remineralization processes. Global carbon, nitrogen, phosphorus, and sulphur cycles are discussed. Emphasis is placed on describing the fluxes of nutrients and other major compounds within soils, and the sedimentary and water columns, and across their interface.

EOS 504   Units: **1.5 or 3.0**
Selected Topics in Geochemistry
Topics will be selected from the fields of solid earth, organic, marine, atmospheric and planetary geochemistry and biogeochemistry. Examples include geochemical tracers in oceanography and climate, ocean biogeochemical processes, environmental geochemistry, trace element and isotope geochemistry, hydrosphere-lithosphere interactions and high-temperature geochemistry.
Note: *May repeat with a different content (offered as 504A, 504B, 504C, 504D).*

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 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 516   Units: **1.5**
Formerly: **EOS 516A**
Ocean Acoustics
An introduction to the ocean as an acoustic medium, sound sources in the ocean, sound propagation in deep and shallow water, reflection and transmission processes at ocean boundaries, and ambient noise. Particular focuses can include acoustic signal processing, numerical propagation modelling, source localization, and ocean acoustic inversion.
Note: *Credit will be granted for only one of EOS 516, EOS 516A.*

EOS 518   Units: **1.5 or 3.0**
Selected Topics in Earth, Ocean and Atmospheric Sciences
This course examines selected research topic(s) from the fields of geology, oceanography, and/or atmospheric science. Course content will vary depending on faculty availability and interests.
Note: *May repeat with a different content (offered as 518A, 518B, 518C, 518D).*

EOS 519   Units: **1.5**
Selected Topics in Geophysics
Examples of topics include geodynamics or continuum mechanics with geological applications, time series analysis with geophysical applications, seismic data processing, well log analysis, environmental and engineering geophysics, and geophysics of the continental crust.
Note: *May repeat with a different content (offered as 519A, 519B, 519C and 519D).*

EOS 523   Units: **1.5**
Seismology
Theoretical and practical aspects of seismic wave propagation, earthquake seismology, and processing and interpretation of reflection and refraction data.

EOS 525   Units: **1.5**
Research Frontiers in Earth and Ocean Science
This interdisciplinary Earth and Ocean 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.

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 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 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 EOS 538, EOS 425.*

EOS 550   Units: **1.5**
The Climate System
Studies of the Earth's climate require an understanding of the intimate links between the hydrosphere, atmosphere, cryosphere and biosphere. Basic theories of the dynamics of ocean and atmosphere. The physics and biogeochemistry of coupled models are examined with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.

EOS 551   Units: **1.5**
Introductory Dynamic Meteorology
An introduction to the dynamics and thermodynamics of rotating atmospheres. Topics include: equations of motion, circulation theorems, geostrophy and quasigeostrophy, boundary layer dynamics, waves in the atmosphere, barotropic and baroclinic instabilities, and the general circulation of the atmosphere.

EOS 562   Units: **1.5**
Mathematical Tools for Earth, Ocean and Atmospheric Sciences
Selected topics to provide training in mathematical techniques and tools used in ocean and earth systems data analysis and numerical modeling. Examples of topics are time-series analysis, statistical prediction and analysis, and numerical finite-difference, finite-element and spectral modeling techniques.
Note: *May repeated with different content (offered as 562A, 562B, 562C, 562D).*

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 in different topics.*

EOS 599   Units: **to be determined***
MSc Thesis
The thesis or dissertation requirement for advanced degrees applies to all students in the School. Students must enrol in 599 in their first term and remain enrolled until their thesis requirements have been completed.
* Normally 9 units.
Grading: *INP, COM, N, F*

EOS 693   Units: **3.0**
PhD Candidacy Examination
Students must enrol in EOS 693 in their first term and remain enrolled until their candidacy requirements have been completed, normally within the first two years of a PhD program. A pre-candidacy committee meeting must precede the formal candidacy exam.
Corequisite(s): *EOS 699.*
Grading: *INP, COM, N, F*

EOS 699   Units: **to be determined**
PhD Dissertation
The thesis or dissertation requirement for advanced degrees applies to all students in the School. Students must enrol in 699 in their first term and remain enrolled until their dissertation requirements have been completed.
Corequisite(s): *EOS 693.*
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
An examination of contemporary research, theoretical, and practical issues in Exercise Science Physical and Health Education.
Grading: *INP, COM, N, F*

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 EPHE 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 EPHE 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 EPHE 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 EPHE 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 EPHE 572, PE 572.*

EPHE 573   Units: **3.0**
Formerly: **PE 573**
Research Methods
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 EPHE 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 EPHE 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 EPHE 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 behaviours; a review of current research.
Note: *Credit will be granted for only one of EPHE 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 EPHE 577, PE 577, PE 577A.*
• *Taught in summer only.*
Prerequisite(s): *Admission to MEd program in Coaching Studies.*

EPHE 578   Units: **1.5**
Formerly: **PE 578**
Biomechanics
A study of athletic performance by way of the laws of physics and mechanics. Topics include:1. A review of the fundamental laws of physics and mechanics.2. A critical analysis of selected sport skills and techniques.
Note: *Not open to students with credit in PE 578.*

EPHE 579   Units: **1.5**
Formerly: **PE 577B or PE 579**
Current Issues in Coaching Studies
Identification and selection of issues in coaching and sport for presentation, discussion and resolution. As 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 EPHE 579, PE 577B, PE 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 EPHE 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 EPHE 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 EPHE 582, PE 582.*

EPHE 583   Units: **1.5**
Formerly: **PE 583**
Issues in Health Promotion and Wellness
Issues, research and values in health promotion and wellness related to physical activity. Topics may include community-based research in education, health, recreation and allied social service settings; social determinants of health and physical activity; and theory and practice of programs and policies affecting health, wellness and physical activity.
Note: *Credit will be granted for only one of EPHE 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 EPHE 584, PE 584.*

EPHE 585   Units: **1.5**
Formerly: **PE 585**
Qualitative Research Genres Applied to Education, Health and Society
Examines issues surrounding the development of research representations that inform issues in education, health and society. A core component of the course will be to develop, gather data and report on a community based inquiry project. Qualitative genres based on different modes of inquiry will be explored and applied in a student developed inquiry project.
Note: *Credit will be granted for only one of EPHE 585, PE 585.*

EPHE 590   Units: **to be determined**
Formerly: **PE 590**
Directed Study
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the school.*

EPHE 591   Units: **1.5 or 3.0**
Formerly: **PE 591**
Selected Topics in Exercise Science, Physical and Health Education
A variable content course.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

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 EPHE 597, PE 597.*
Grading: *INP, COM, N, F*

EPHE 598   Units: **3.0 - 4.5**
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*

EPHE 673   Units: **3.0**
Doctoral Seminar
Doctoral students will become engaged in the research community, advance the development of their own capacity for research, and gain a deeper understanding and appreciation of multiple approaches to the study of physical activity. Topics include: current research in Exercise Science, Physical & Health Education, critical issues in research, the need for knowledge translation and dissemination, and the critical examination of students' emerging research questions.

EPHE 690   Units: **1.5 or 3.0**
Directed Studies
Research topics will be pursued at the doctoral level under the direction of one or more faculty members.
Notes:
• *May be taken more than once for credit in different topics to a maximum of 6 units.*
• *Pro Forma required.*

EPHE 693   Units: **3.0**
Candidacy Exam - Kinesiology
Grading: *INP, COM, N, F*

EPHE 699   Units: **18.0**
PhD Dissertation - Kinesiology
Prerequisite(s): *EPHE 693.*
Grading: *INP, COM, N, F*

ES

Environmental Studies
School of Environmental Studies
Faculty of Social Sciences

ES 500   Units: **1.5**
Perspectives on Environmental Theories, Methods and Skills I
An examination of contemporary theories, methods and skills that support environmental studies research. 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.*
Prerequisite(s): *Admission to a graduate program in Environmental Studies.*

ES 501   Units: **1.5**
Perspectives on Environmental Theories, Methods and Skills II
Builds on the foundation laid in ES 500, and continues to explore theories, methods and skills appropriate to each student's research program. A retreat is typically scheduled in mid-March (additional cost for field retreat).
Note: *Required core course.*
Prerequisite(s): *Admission to a graduate program in Environmental Studies.*

ES 503   Units: **3.0**
MA/MSc Research Colloquium
The Graduate Colloquium meets weekly from September to April. Papers are presented by graduate students, faculty, and visiting scholars. The colloquium exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of environmental research. Attendance and participation in the colloquium is strongly encouraged throughout the degree program. Students receive 3 units of pass/fail credit during their first year.
Note: *Required core course.*
Grading: *INP, COM, N, F*

ES 570   Units: **1.5**
Field Study
Supervised research or organized projects related to environmental problems, supplemented by directed individual study. A formal report is required.

ES 580   Units: **1.5**
Seminar in Political Ecology
Flexible topics course offered in a seminar format.
Note: *May be taken more than once for credit in different topics 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 for credit in different topics 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 for credit in different topics 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 593   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 599   Units: **7.5**
MA, MSc Thesis
Grading: *INP, COM, N, F*

ES 600   Units: **1.5**
Advanced Perspectives on Environmental Theories, Methods and Skills I
An advanced examination of contemporary theory and research methods at the forefront of environmental studies research. Emphasis will be given to the intersection of scientific, humanistic, and traditional knowledge. A 3-day field camp will precede weekly seminars in late August/early September (additional cost for field camp).
Note: *Required core course.*
Students with credit in ES 500 may be required to substitute ES 600 with another appropriate graduate course at the discretion of the student's PhD committee and graduate adviser.

ES 601   Units: **1.5**
Advanced Perspectives on Environmental Theories, Methods and Skills II
Takes a deep approach to 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 at the highest levels. PhD students will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge.
Note: *Required core course.*
Students with credit in ES 501 may be required to substitute ES 601 with another appropriate graduate course at the discretion of the student's PhD committee and graduate adviser.

ES 603   Units: **3.0**
PhD Research Colloquium
The Graduate Colloquium meets weekly from September to April. Papers are presented by graduate students, faculty, and visiting scholars. The colloquium exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of environmental research. Attendance and participation in the colloquium is strongly encouraged throughout the degree program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research.
Note: *Required core course.*
Grading: *INP, COM, N, F*

ES 670   Units: **1.5**
Field Study
Supervised field research or organized projects related to environmental problems, supplemented by directed individual study. A formal report is required.

ES 680   Units: **1.5**
Seminar in Political Ecology
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

ES 681   Units: **1.5**
Seminar in Ethnoecology
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

ES 682   Units: **1.5**
Seminar in Ecological Restoration
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

ES 690   Units: **1.5**
Directed Studies
Individual studies under the direct supervision of a faculty member. The content and methods of assessment must be approved by the School.

ES 693   Units: **3.0**
PhD Candidacy Examination
PhD students will prepare a comprehensive reading list, a dissertation proposal, and two major papers (on topics relevant to the PhD research field), and will sit for an oral examination related to the reading list.
Grading: *INP, COM, N, F*

ES 699   Units: **21.0**
PhD Dissertation
Grading: *INP, COM, N, F*

FORB
Forest Biology
Department of Biology
Faculty of Science

FORB 515   Units: **1.5**
Advanced Experimental Mycology
Systematics and life strategies of fungi, tracing evolution of extant species using molecular approaches, fungal molecular genetics, evolution of sexual processes in fungi, unique fungal biochemical processes.

FORB 527   Units: **1.5**
Advanced Plant Biochemistry and Biochemical Ecology
See BIOL 458. An additional research paper or presentation is required.

FORB 538   Units: **1.5**
Also: **BIOL 538**
Nutrient Cycling and Prokaryotes
An introduction to prokaryotes (bacteria and archaea) and their role in nutrient cycling in forests, lakes and oceans. Diversity and evolution of populations and communities of prokaryotes and their role in the major biogeochemical cycles: carbon, nitrogen, sulfur. Genetic, biochemical, physiological and ecological aspects of processes such as nitrogen fixation and methanogenesis; design of experimental approaches to assess cycling of elements in forests, lakes and oceans by prokaryotes.
Notes:
- *Credit will be granted for only one of FORB 538, BIOL 438, BIOL 538.*
- *A combined undergraduate and graduate course. Please contact instructor for more information.*

FORB 549   Units: **1.5**
Individual Study in Forest Biology
Notes:
- *Credit will be granted for only NUM of FORB 549, FORB 549A, FORB 549B, FORB 549C, FORB 549D, FORB 549E, FORB 549F.*
- *Pro Forma required.*

FORB 549A   Units: **1.5**
Tree Physiology
Notes:
- *Credit will be granted for only NUM of FORB 549A, FORB 549, FORB 549B, FORB 549C, FORB 549D, FORB 549E, FORB 549F.*
- *Pro Forma required.*

FORB 549B   Units: **1.5**
Tree Molecular Biology
Notes:
- *Credit will be granted for only NUM of FORB 549B, FORB 549, FORB 549A, FORB 549C, FORB 549D, FORB 549E, FORB 549F.*
- *Pro Forma required.*

FORB 549C   Units: **1.5**
Trees and Fungi
Notes:
- *Credit will be granted for only NUM of FORB 549C, FORB 549, FORB 549A, FORB 549B, FORB 549D, FORB 549E, FORB 549F.*
- *Pro Forma required.*

FORB 549D   Units: **1.5**
Forest Soils
Notes:
- *Credit will be granted for only NUM of FORB 549D, FORB 549, FORB 549A, FORB 549B, FORB 549C, FORB 549E, FORB 549F.*
- *Pro Forma required.*

FORB 549E   Units: **1.5**
Forest Ecology
Notes:
- *Credit will be granted for only NUM of FORB 549E, FORB 549, FORB 549A, FORB 549B, FORB 549C, FORB 549D, FORB 549F.*
- *Pro Forma required.*

FORB 549F   Units: **1.5**
Forest Genetics
Notes:
- *Credit will be granted for only NUM of FORB 549F, FORB 549, FORB 549A, FORB 549B, FORB 549C, FORB 549D, FORB 549E.*
- *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.
Notes:
- *May be taken more than once for credit in different topics.*
- *Pro Forma required.*

FORB 571   Units: **0.5 - 3.0**
Forest Biology Workshop
A series of advanced workshops providing intensive theoretical and practical training in three thematic areas: plant and microbial molecular biology; forest ecology, physiology and genetics; and bioinformatics and biostatistics. Workshops are designed to provide the tools for experimental design to address biological questions at all levels from the genome to the whole organism.
Notes:
- *May be taken more than once for credit in different topics.*
- *Pro Forma required.*

FRAN

French
Department of French
Faculty of Humanities

FRAN 500   Units: **1.5**
Formerly: **FREN 500**
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.
Notes:
- *Credit will be granted for only one of FRAN 500, FREN 500.*
- *Compulsory for all first-year graduate students.*

FRAN 501   Units: **1.0**
Portfolio
The construction of a critically-framed, social, course-related set of activities students engage in while they fulfill the requirements of the M.A.
Note: *Content will vary according to the student's area of research concentration.*
Compulsory for all M.A. students.
Prerequisite(s): *FRAN 500.*
Grading: *COM, N, F*

FRAN 502   Units: **1.5**
Formerly: **FREN 502**
Studies in Applied Linguistics
Notes:
- *Credit will be granted for only one of FRAN 502, FREN 502 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 503   Units: **1.5**
Formerly: **FREN 503**
Studies in French Linguistics
Notes:
- *Credit will be granted for only one of FRAN 503, FREN 503 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 504   Units: **1.5**
Formerly: **FREN 504**
Studies in Culture and Society
Notes:
- *Credit will be granted for only one of FRAN 504, FREN 504 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 505   Units: **1.5**
Formerly: **FREN 505**
Studies in Literary Theory and Criticism
Notes:
- *Credit will be granted for only one of FRAN 505, FREN 505 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 506   Units: **1.5**
Formerly: **FREN 506**
Studies in French Literature and Culture
Notes:
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 515   Units: **1.5**
Formerly: **FREN 515**
Studies in Québec or French-Canadian Literatures
Notes:
- *Credit will be granted for only one of FRAN 515, FREN 515 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 517   Units: **1.5**
Formerly: **FREN 517**
Studies in Francophone African or Caribbean Literatures
Notes:
- *Credit will be granted for only one of FRAN 517, FRAN 518, FREN 517, FREN 518 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 524   Units: **1.5**
Formerly: **FREN 524**
Studies in Transmediation
Notes:
- *Credit will be granted for only one of FRAN 524, FREN 524 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 525   Units: **1.5**
Formerly: **FREN 525**
Studies in Translation
Notes:
- *Credit will be granted for only one of FRAN 525, FREN 525 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Variable content course.*

FRAN 580   Units: **1.5**
Formerly: **FREN 580**
Special Topics
An examination of topics in an emerging field or one not covered in regular offerings.
Notes:
- *Credit will be granted for only one of FRAN 580, FREN 580 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*

FRAN 590   Units: **1.5 or 3.0**
Formerly: **FREN 590**
Directed Studies
A course designed to enable students to pursue individual interests.
Notes:
- *Credit will be granted for only one of FRAN 590, FREN 590 (if taken in the same topic).*
- *May be taken more than once for credit in different topics.*
- *Pro Forma required.*

FRAN 598   Units: **3.0**
Formerly: **FREN 598**
Reading List/Oral
A reading list compiled in consultation with advisers, a short critical paper, and an oral exam.
Note: *Credit will be granted for only one of FRAN 598, FREN 598.*
Grading: *INP, COM, N, F*

FRAN 599   Units: **6.0**
Formerly: **FREN 599**
Thesis/Oral
Thesis (topic to be selected in consultation with Graduate Committee as the development of coursework) and oral examination.
Notes:
- *Credit will be granted for only one of FRAN 599, FREN 599.*
- *Thesis option is by invitation of the Graduate Committee only.*
Grading: *INP, COM, N, F*

GEOG

Geography
Department of Geography
Faculty of Social Sciences

GEOG 500A   Units: **1.5**
Formerly: **part of 500**
Geographical Research Approaches
Examines the diverse approaches to geographical research. Students will participate in weekly seminar discussions and develop a context paper that reviews the geographical literature in their research area. Students are also expected to attend the departmental lecture series as part of their course participation.
Notes:
- *Credit will be granted for only one of GEOG 500A, GEOG 500.*
- *Required core course for all students.*
Grading: *INP, COM, N, F*

GEOG 500B Units: **1.5**
Formerly: **part of 500**
Research Design in Geography
Examines key strategies of research design and professional development in Geography. Students will participate in weekly seminar discussions and develop a master's research proposal or doctoral scoping document that advances their primary research concentration. Students are also expected to attend the departmental lecture series as part of their course participation.
Notes:
- Credit will be granted for only one of GEOG 500B, GEOG 500.
- Required core course for all students
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: Students who have equivalent GIS experience may request permission to register in the course.
Master's Program students are required to take one of GEOG 518, GEOG 523, GEOG 524.
Prerequisite(s):
- GEOG 328 and GEOG 329; or
- permission of the department.

GEOG 520 Units: **1.5**
Introductory GIS for Graduate Research
Provides Geographic Information Systems (GIS) training for graduate students using GIS as a research tool. Topics include: GIS data types and representation, map projections, importing and exporting spatial data, data integration, attribute and spatial queries. Students completing this course will acquire the skills needed to conduct their own research using GIS.

GEOG 523 Units: **1.5**
Qualitative Methods in Human Geography
This course will explore a range of theoretical and methodological approaches in qualitative analysis as it applies to human geography. Students expect to gain expertise in understanding epistemological orientations of objectivism, constructionism and interpretivism. Identification of a range of traditional and innovative methodologies that students may consider for research projects such as: ethnography, phenomenology, discourse analysis, etc. Common interview strategies and data collection and analysis methods and approaches will be explored.
Note: Masters students are required to take one of GEOG 518, GEOG 523, GEOG 524 or another 'methods' based course on recommendation of the supervisory committee as approved by the Graduate Adviser.

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 GEOG 518, GEOG 523, GEOG 524.
Prerequisite(s): 1.5 units of 200-level STAT course.

GEOG 536 Units: **1.5**
Advanced Seminar in Human Geography
An advanced overview of theoretical approaches and major research paradigms in contemporary human geography.

GEOG 537 Units: **1.5**
Advanced Seminar in Physical Geography
Selected research topics in biogeography, climatology, hydrology, geomorphology and soil science. Course content will vary annually, depending on graduate and faculty research interests. Seminars, faculty and guest lecturers and individual research projects will be utilized.
Note: Credit will be granted for only one of GEOG 537, GEOG 525.

GEOG 538 Units: **1.5**
Advanced Seminar in Geomatics
Identifies and reviews knowledge and influential thought that have shaped and advanced the science of geomatics and associated technology through time. Students are introduced to the contemporary knowledge in geomatics, areas of application, unresolved questions and the present and future research agenda. 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 GEOG 539, GEOG 552.

GEOG 546 Units: **1.5**
Advanced Topics in Human Geography
A special topics seminar in human and social geography. Topics vary by instructor.
Notes:
- May be taken more than once for credit in different topics.
- Not offered on a regular basis.

GEOG 547 Units: **1.5**
Advanced Topics in Physical Geography
An examination of contemporary theoretical and/or applied research subjects in physical geography.
Notes:
- May be taken more than once for credit in different topics.
- Not offered on a regular basis.

GEOG 548 Units: **1.5**
Advanced Topics in Geomatics
An examination of contemporary theoretical and/or applied research subjects in geomatics.
Notes:
- May be taken more than once for credit in different topics.
- Not offered on a regular basis.

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.
Notes:
- May be taken more than once for credit in different topics.
- Not offered on a regular basis.

GEOG 590 Units: **1.5**
Directed Studies in Geography
Note: MA, MSc and PhD students may only take one GEOG 590 course as part of their minimum program requirements. If they wish to take additional GEOG 590 courses these can be added to their minimum course load. Individual titles will be assigned to each numbered section of the course arranged by supervisory committees.

GEOG 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 GEOG 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
Grading: INP, COM, N, F

GEOG 693 Units: **3.0**
Candidacy Examination
By eighteen months of registration as a provisional doctoral student, a student must register for and eventually pass a candidacy examination.
The candidacy exam format includes two take home essays (max. 30 pages each) and an oral exam (max. 2 hours). Essay 1 will focus on the development of thought in the candidate's area of Geography (e.g., Physical, Human, Geomatics, or Resources) 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

GEOG 699 Units: **to be determined**
PhD Dissertation
Prerequisite(s): GEOG 693.
Grading: INP, COM, N, F

GMST

Germanic Studies
Department of Germanic and Slavic Studies
Faculty of Humanities

GMST 501   Units: **1.5**
Also: **SLST 501**
Formerly: **GER 501**
Introduction to the Disciplines of Germanic and Slavic Studies
An introduction to the research specialities that make up Germanic and Slavic Studies: literary and cultural studies, film studies, cultural history and second language acquisition. May include sessions on how to write a research grant proposal, do sophisticated library research, prepare a bibliography and write a thesis proposal.
Note: *Credit will be granted for only one of GMST 501, GER 501, SLST 501.*

GMST 502   Units: **1.5**   Hours: **3-0**
Also: **SLST 502**
Theory and Practice
Introduces students to the theories and methodologies that animate the disciplines of Germanic and Slavic studies and may include topics such as professional skills, pedagogy and thesis writing.
Note: *Credit will be granted for only one of GMST 502, SLST 502.*

GMST 503   Units: **1.5**
Also: **SLST 503**
Teaching in the Disciplines of Germanic and Slavic Studies
A practice-based introduction to course design, teaching strategies, methodologies and assessment tools in the teaching areas of Germanic and Slavic Studies.
Note: *Credit will be granted for only one of GMST 503, SLST 503.*

GMST 505   Units: **1.5**
Advanced German Language Study
Research topics may include German morphology, phonetics, lexicology and language acquisition.

GMST 510   Units: **1.5**
Formerly: **GER 510**
Studies in Medieval Literature
Note: *Credit will be granted for only one of GMST 510, GER 510.*

GMST 511   Units: **1.5**
Studies in Film
A critical analysis and study of films of the 20th and 21st century by German-speaking filmmakers.

GMST 520   Units: **1.5**
Formerly: **GER 520**
17th-Century Cultural Studies
Note: *Credit will be granted for only one of GMST 520, GER 520.*

GMST 521   Units: **1.5**
Studies in Germanic Literatures and Cultures
Examination of literary works and cultural processes in Austria, Germany and/or Switzerland.

GMST 530   Units: **1.5**
Formerly: **GER 530**
18th-Century Cultural Studies
Note: *Credit will be granted for only one of GMST 530, GER 530.*

GMST 531   Units: **1.5**
Studies in Germanic Cultural History
A cultural studies approach to texts, films, performances, media and material objects and spaces in German-speaking societies.

GMST 540   Units: **1.5**
Formerly: **GER 540**
19th-Century Cultural Studies
Note: *Credit will be granted for only one of GMST 540, GER 540.*

GMST 550   Units: **1.5**
Formerly: **GER 550**
20th-Century Cultural Studies I
Note: *Credit will be granted for only one of GMST 550, GER 550.*

GMST 551   Units: **1.5**
Formerly: **GER 551**
20th-Century Cultural Studies II
Note: *Credit will be granted for only one of GMST 551, GER 551.*

GMST 561   Units: **1.5**   Hours: **3-0**
Transnational Cultural Studies
Examines contemporary texts and visual productions by migrant and immigrant authors, filmmakers and performance artists in Germany, Austria and Switzerland. Topics may include minority literature and film, hybridity, diasporic and borderland writing.
Note: *Credit will be granted for only one of GMST 561, GMST 550 (if taken in Sep-Dec 2013), GMST 560, ENGL 503 (if taken as section A05 in Jan-Apr 2010 or Sep-Dec 2013), GER 550 (if taken in Jan-Apr 2010).*

GMST 565   Units: **1.5**
Adorno, Benjamin and Frankfurt School Critical Theory
Explores Frankfurt School Critical Theory through the cultural context of Weimar modernism through the fascist period to Germany in the 1960s. Juxtaposes the theory with relevant examples from media, film, literature, avant-garde and popular music.
Note: *Credit will be granted for only one of GMST 565, GMST 465.*

GMST 570   Units: **1.5**   Hours: **3-0**
Also: **SLST 570**
Studies in New Media in Second Language Acquisition
Critical examination of the current research on teaching a foreign language. Focus on learning and teaching outside of the language environment, foreign language learning theories, teaching methodologies and practices.
Note: *Credit will be granted for only one of GMST 570, SLST 570.*

GMST 580   Units: **1.5**
Introduction to Holocaust Studies
A foundations course that would introduce students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.

GMST 583   Units: **1.5**
Teaching About the Holocaust
Introduces teaching approaches, methodologies and scholarly discourses in Holocaust Education. Analyzes a broad range of primary and secondary sources (oral testimonies, literature, film, mixed media art, photography and graphic novels), and discusses how they can be used in various educational settings both in Europe and North America.

GMST 585   Units: **1.5**
Holocaust and Memory Studies
Explores issues of memory from the perspective of both gender and genre. Examination of issues of memory and post-memory, aspects of "truth" and positionality in memoirs, letters, diaries and documentaries, as well as the fascination with the Holocaust and WWII as a site of cultural memory.
Note: *Credit will be granted for only one of GMST 585, ENGL 503 (if taken as section A04 in Sep-Dec 2010), GER 550 (if taken as section A01 in Sep-Dec 2010 or Sep-Dec 2012).*

GMST 587   Units: **1.5**
Practicum in Holocaust Studies
An individually designed creative project, internship, or archival research paper based on a hands-on approach to Holocaust Studies.

GMST 589   Units: **3.0**
I-witness Field School
Analysis of the ways in which the Holocaust is memorialized in Central Europe. One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

GMST 590   Units: **1.5**
Formerly: **GER 590**
Directed Studies I
Notes:
• *Credit will be granted for only one of GMST 590, GER 590.*
• *Pro Forma required.*

GMST 591   Units: **1.5 or 3.0**
Formerly: **GER 591**
Directed Studies II
Notes:
• *Credit will be granted for only one of GMST 591, GER 591.*
• *Pro Forma required.*

GMST 599   Units: **6.0-9.0**
Formerly: **GER 599**
Thesis
Note: *Credit will be granted for only one of GMST 599, GER 599.*
Grading: *INP, COM, N, F*

GRS

Greek and Roman Studies
Department of Greek and Roman Studies
Faculty of Humanities

GRS 500   Units: **1.5**
Pro-seminar in Research Methods and Practices
Advanced research methods and issues including on-line research and other resources. Dissemination of research and preparation for publication, including communication skills, presentation of research results either orally or in print, critical analysis, and response to scholarly questions. Best procedures for writing and preparing applications for grants, fellowships and employment. Approaches to professional academic life including practices of the discipline.
Grading: *INP, COM, N, F*

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
Notes:
· *May be taken more than once for credit in different topics to a maximum of 4.5 units.*
· *Pro Forma required.*

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*

GRS 601A   Units: **1.5**
Readings in Classical Literature (Greek)
Grading: *INP, COM, N, F*

GRS 601B   Units: **1.5**
Readings in Classical Literature (Latin)
Grading: *INP, COM, N, F*

GRS 602A   Units: **1.5**
Readings in Ancient History (Greek)
Grading: *INP, COM, N, F*

GRS 602B   Units: **1.5**
Readings in Ancient History (Latin)
Grading: *INP, COM, N, F*

GRS 603   Units: **1.5**
Reading in Classical Archaeology
Grading: *INP, COM, N, F*

GRS 605   Units: **1.5**
Archaeological Methods & Theory

GRS 611   Units: **3.0**
Seminar in Classical Literature

GRS 612   Units: **3.0**
Seminar in Ancient History

GRS 613   Units: **3.0**
Seminar in Classical Archaeology

GRS 621   Units: **3.0**
Topical Field in Classical Literature
An intensive study of a particular field (author, genre, time period) in Greek or Roman literature.

GRS 622   Units: **3.0**
Topical Field in Ancient History
An intensive study of a particular field (time period, historical event, historical figure, historical topic) in Greek or Roman history.

GRS 623   Units: **3.0**
Topical Field in Classical Archaeology
An intensive study of a particular field (time period, archaeological event, archaeological topic) in Greek or Roman archaeology.

GRS 693   Units: **3.0**
Candidacy Exam
Students enroll in 693 after completing their topical fields requirements (GRS 621, 622, or 623).
Grading: *INP, COM, N, F*

GRS 699   Units: **18.0**
PhD Dissertation
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:
· *May be taken more than once for credit in different topics.*
· *At least one of the offering departments must have a regular graduate program.*
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 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.
Prerequisite(s): *Permission of the faculty.*
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.
Prerequisite(s): *Permission of the faculty.*
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 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 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 601 Units: **0.0**
Jointly Supervised Individual PhD (Study At Partner Institution)
Jointly Supervised Individual PhD (JSIP) students attending courses at approved partner institution(s) may be registered in this course to maintain their UVIC registration status.
Prerequisite(s): *Admission to Jointly Supervised Individual PhD program.*
Grading: *INP, COM, N, F*

HINF

Health Information Science
School of Health Information Science
Faculty of Human and Social Development

HINF 501 Units: **1.5**
Database Design
Addresses the issues facing a database designer in the development of database applications appropriate for health data of various kinds. The content includes the elements of conceptual, implementation and physical database design to support health information systems.
Note: *Credit will be granted for only one of HINF 501, HINF 591 (if taken in the same topic).*

HINF 503 Units: **1.5**
Research Methods in Health Informatics
Examines a variety of study designs used in health informatics and outcomes research. These include experimental designs, observational and predictive studies, and qualitative inquiries. For each study design, appropriate analytical approaches and use of related software will be covered.

HINF 510 Units: **1.5**
Information Management and Technology
Critically examines the application of state-of-the-art IM&T principles and methods in the private sector and the degree to which they apply to Canadian health care organizations. Identifies the issues which chief information officers face in their attempts to provide the right information to the right people at the right time for the right price.

HINF 511 Units: **1.5**
Clinical Decision Support and Information Systems
Examines clinical information systems (CIS), and clinical decision support (CDS) tools that will help them make informed decisions within their organization and participate in strategic planning activities. Includes: description and evaluation of CIS and CDS, effectiveness of CIS and CDS interventions, policies affecting CIS and CDS deployments, and health information standards pertinent to CDS initiatives.

HINF 516 Units: **1.5**
Telehealth, m-Health and Pervasive Health Technology
Reviews historical context of telehealth, m-health and pervasive health technologies and current use. Explores current applications and innovations in telehealth, m-health and pervasive health technologies with an emphasis on program evaluation.

HINF 520 Units: **1.5**
Public Health Informatics
Provides a discussion of new trends and applications in public health informatics. Topics include: data requirements, public health surveillance systems and regional and national health information reporting systems. Linking public health information through electronic health records will be considered. Design of information systems used by consumers and Internet-based public health information systems will be discussed. Future directions and the roles of health professionals and health informaticians in public health informatics will be presented.

HINF 530 Units: **1.5**
Evidence-Based Health Informatics
Understanding evidence in health informatics is critical to advancing the field. Students will be introduced to varying methods of examining research evidence in health informatics. More specifically, students will learn about differing methods for analyzing, understanding and summarizing evidence such as systematic reviews, meta analyses, meta-narrative reviews, ethnographic reviews, scoping reviews and other methods. Students may wish to explore differing topics within the context of their research interests.
Note: *Credit will be granted for only one of HINF 530, HINF 591 (if taken in the same topic).*

HINF 531 Units: **1.5**
Healthcare Information Security and Privacy
An advanced review of security, privacy and confidentiality of healthcare information systems. Students will learn about healthcare information regulation, information risk decision making, cybersecurity and privacy management and methods for protecting digital health information. The course will include policy related, technical and legal aspects of healthcare information security and privacy.

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-CDA, 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 relevence of and practical skills in working with standards.
Note: *Credit will be granted for only one of HINF 535, HINF 591 (if taken in the same topic).*

HINF 536 Units: **1.5**
Controlled Terminology Standards
Examines the adoption and management of controlled terminologies in health care organizations. In terminology adoption it covers the planning, design, implementation, use, support and evaluation of terminologies in health IT applications. Terminology management covers the development, publishing, distribution and maintenance of terminology content, services and tools as organizational assets. Examples of terminologies to be covered include SNOMED CT, ICD-10-CA/CCI, LOINC, NDC/PDP/ATCC/RxNorm and nursing terminologies.
Prerequisite(s): *HINF 535.*

HINF 537 Units: **1.5**
Health Information Exchange Standards
Explores the appropriate use of controlled terminologies in the adoption of health information exchange (HIE) standards in health care organizations. Covers the entire standards lifecycles in planning, development, implementation, use, maintenance and evaluation of HIE standards, resources and tools. Examples of HIE standards to be covered include HL7, CDA, FHIR, DICOM, templates, IHE integration profiles, clinical information models and openEHR.
Prerequisite(s): *HINF 535.*

HINF 550 Units: **1.5**
Health Information Systems Design
An introduction to the concepts and techniques of modern systems analysis and design in healthcare. Explores Systems Development Life Cycle (SDLC) comparing traditional approach versus object-orientated model. Experience in applying Unified Modeling Language (UML) diagrams in different scenarios. Reviews some current trends in system development.

HINF 551 Units: **1.5**
Electronic Health Record
Describes the EHR initiatives underway in Canada and around the world. Assesses the compatibility of selected provincial initiatives with the federal level EHR intentions. Contrasts Canadian EHR experiences with those in the United States and other parts of the world. Identifies the issues and challenges to the wide spread introduction of EHRs across the Canadian health care system.

HINF 552 Units: **1.5**
Evaluation of 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.

HINF 560 Units: **1.5**
Patient Safety and Quality in Health Informatics
Presents how health information technologies, methods, approaches and techniques can improve the quality and safety of citizen care from hospital through to the home and community. Covers how health technologies and the processes used to design, develop, implement and maintain them ensure ongoing systems safety. Challenges and issues in developing healthcare information systems that reduce errors and do not inadvertently introduce new errors will be discussed.
Note: *Credit will be granted for only one of HINF 560, HINF 591 (if taken in the same topic).*

HINF 561 Units: **1.5**
Project Management in Health Informatics
An introduction to the essentials of project management and the project life cycle. Students will also cover information technology management and change management knowledge areas as related to healthcare information technology project management. Course 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 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.

HINF 571   Units: **1.5**
Health Systems Data Analysis

Examines 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.

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 574   Units: **1.5**
Modelling and Simulation in Healthcare

Examines a range of systems modeling tools and methodologies for dealing with complex health care systems. Uses systems thinking as a means of tackling health care domain problems where it involves interaction of many professionals across large complex organization structure. Includes qualitative and quantitative model building.
Note: *Credit will be granted for only one of HINF 574, HINF 591 (if taken in the same topic).*

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 597   Units: **1.5**
Field Project in Health Informatics

The student is required to carry out an independent field project within his/her field of specialization under the supervision of a faculty member.

HINF 598   Units: **3.0**
Research Project

The student is required to conduct a major research project in health informatics under the supervision of a faculty member.
Grading: *INP, COM, N, F*

HINF 599   Units: **6.0**
Health Informatics Thesis

The thesis provides the student with the opportunity of conducting original research and interpretation of those results in Health Informatics.
Grading: *INP, COM, N, F*

HINF 602   Units: **1.5**
Theories in Health Informatics

Advanced course on scientific theories relevant to health informatics. Faculty will assign key readings from health informatics, information systems, computer science and related disciplines. Students will: demonstrate the principles of theory and conceptual framework development for use in research; present critical appraisals of conceptual models and theoretical frameworks used in existing research and apply them to health informatics; and may identify an appropriate theory or conceptual model to incorporate into their subsequent dissertation research.

HINF 603   Units: **1.5**
Methods in Health Informatics

Advanced course on methods that are relevant to health informatics. Faculty will assign key readings drawn from health informatics, information systems, computer science and related disciplines. Students are expected to present and critique the papers and to discuss their relevance to the health informatics discipline. Through this course students may select a method for incorporation in their dissertation research.

HINF 680   Units: **1.5**
Health Informatics PhD Seminar

Key themes, issues, and trends in Health Informatics. Consists of presentations by faculty and students on different Health Informatics subject areas.

HINF 693   Units: **3.0**
Candidacy Exam

Students enroll in 693 for the duration of their preparations 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, normally at the end of first year of program.
Grading: *INP, COM, N, F*

HINF 699   Units: **30.0**
Dissertation
Prerequisite(s): *HINF 693.*
Grading: *INP, COM, N, F*

HSD

Human and Social Development
Interdisciplinary Courses
Faculty of Human and Social Development

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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

HSTR
History
Department of History
Faculty of Humanities

HSTR 500   Units: **1.5**
Formerly: **HIST 500**
Historiography
Surveys the diverse answers given to the question, "What is history?" Exploration of the nature of historical knowledge through examination of major changes in theory, method and practice within the discipline. Students articulate their understanding of what being an historian entails. Specific topics covered may vary with the instructor.
Note: *Credit will be granted for only one of HSTR 500, HIST 500.*

HSTR 501   Units: **1.5**
Formerly: **HSTR 501A, 501B, HIST 501A, 501B**
American History
New and classic readings in the history of Colonial America and the United States. Themes include indigenous societies, conquest, gender, religion, race, slavery, sexuality, politics and economy.
Note: *Credit will be granted for only one of HSTR 501, HSTR 501A, HSTR 501B, HIST 501A, HIST 501B.*

HSTR 502A   Units: **1.5**
Formerly: **HIST 502A**
Early Modern British History
Social, cultural and political history of early modern England, with an emphasis on the 17th century. Topics include crime and print culture, the British Civil Wars, the execution of Charles I, radical religion and the Interregnum, patriarchy and authority, class conflict and social hierarchy, parents and children, marriage and gender. Provides advanced students a survey of some of the main primary sources, important secondary works and historiographical issues.
Note: *Credit will be granted for only one of HSTR 502A, HIST 502A.*

HSTR 502B   Units: **1.5**
Formerly: **HIST 502B**
Modern British History
Social, cultural and political history of modern England. Topics may include government and the state, war and society, crime and punishment, monarchy, and elite and popular cultures. Provides advanced students a survey of some of the main primary sources, important secondary works and historiographical issues.
Note: *Credit will be granted for only one of HSTR 502B, HIST 502B.*

HSTR 503A   Units: **1.5**
Formerly: **HIST 503A**
Pre-1900 Canadian History
Provides an in-depth look at historical writing about pre-1900 Canada. Explores a variety of historical approaches and covers a number of major topics in the field. Topics may include indigenous histories, First Nations-settler encounters, politics and war, rural and urban experiences, liberalism and the state, and issues of race, religion, gender and class. Focus on historiographical and analytical skills.
Note: *Credit will be granted for only one of HSTR 503A, HIST 503A.*

HSTR 503B   Units: **1.5**
Formerly: **HIST 503B**
Post-1900 Canadian History
Examines historical writing about 20th century Canada, taking a chronological and thematic approach to recent literature. Topics may include: gender and the family, law and moral regulation, work, the environment, First Nations, politics and the state, nationalism and regionalism, and the experience and commemoration of war. Focus on historiographical and analytical skills.
Note: *Credit will be granted for only one of HSTR 503B, HIST 503B.*

HSTR 504A   Units: **1.5**
Formerly: **HIST 504A**
Europe, 1500-1800
Advanced study of the transformation of European society and culture during the early modern period. May take a topical or temporal focus.
Note: *Credit will be granted for only one of HSTR 504A, HIST 504A.*

HSTR 504B   Units: **1.5**
Formerly: **HIST 504B**
Europe since 1800
Advanced study of the transformation of European politics, society and culture in the modern era. May take a topical or temporal focus.
Note: *Credit will be granted for only one of HSTR 504B, HIST 504B.*

HSTR 505   Units: **1.5**
Formerly: **HSTR 514, HIST 514**
World History
Examines recent contributions to the field of world history that allow both for focussed study of particular themes as well as the exploration of broader historiographical and theoretical debates. Students are encouraged to pursue their own particular interests in the subject.
Note: *Credit will be granted for only one of HSTR 505, HSTR 514, HIST 514.*

HSTR 506   Units: **1.5**
Formerly: **HSTR 506A, 506B, HIST 506A, 506B**
Medieval Europe
The major fields, sources and approaches in medieval history and medievalism.
Note: *Credit will be granted for only one of HSTR 506, HSTR 506A, HSTR 506B, HIST 506A, HIST 506B.*

HSTR 508A   Units: **1.5**
Formerly: **HIST 508A**
China in Local and Global History
Examines the local history and global networks of Tibet, Taiwan, and Hong Kong as well as the North China Plain (around Beijing), the Yangzi River Delta (around Shanghai), and the Pearl River Delta (around Canton) in China up to the mid-20th century. Emphasis on both local and global approaches to the six regions and to modern China beyond the limits of its nation-state history.
Note: *Credit will be granted for only one of HSTR 508A, HIST 508A.*

HSTR 508B   Units: **1.5**
Formerly: **HIST 508B**
A Global History of the Chinese Overseas
Examination of the Chinese diaspora in Southeast Asia, North America and other regions. Emphasis on the emigration from China, transformation of Chinatowns and development of global networks and transnational identities of the Chinese overseas. May include exploration of the diasporic experiences of Japanese, Korean, Indian and other Asian migrants in the global arena.
Note: *Credit will be granted for only one of HSTR 508B, HIST 508B.*

HSTR 509A   Units: **1.5**
Formerly: **HIST 509A**
Modern Japanese History
A survey of historiographical issues in Japan's history from the end of Tokugawa to the present day. Analyzes the debates regarding peasant struggles in late Tokugawa, the impact of imperial arrivals in the 1850s, the nature of the Meiji restoration, migration and the rise of Japanese imperialism, and the national polity in the interwar years. Concludes with World War II and Japan's occupation and subsequent economic transformations.
Note: *Credit will be granted for only one of HSTR 509A, HIST 509A.*

HSTR 509B   Units: **1.5**
Formerly: **HIST 509B**
Migration, Race and Empire: Canada and the Transpacific
Brings together the histories of the Pacific and British Columbia using a translocal lens to analyze critically the intersections between race, colonialism and indigeneity from 1840 to the 1950s. Specific attention to Asian Canadian experiences on Vancouver Island and the impact of conflicting empires (British, American and Japanese). Utilizes critical anti-racist and feminist theory, and offers possibilities for innovative public history projects and community-based, action research.
Note: *Credit will be granted for only one of HSTR 509B, HIST 509B.*

HSTR 511   Units: **1.5**
Formerly: **HIST 511**
Military History
Explores historiographical issues in military history. Themes include: technology and science and war; social and cultural history of war and society; the evolution of military organization and military techniques; intellectual and philosophical writing on war and armed forces; military intelligence; history of air power; and naval and maritime affairs.
Note: *Credit will be granted for only one of HSTR 511, HIST 511.*

HSTR 512   Units: **1.5**
Formerly: **HIST 512**
Intellectual History
Advanced study of intellectual history. Topics to be explored may include the history of intellectual history, the similarities and differences between intellectual history and other genres of historical analysis, the rise of atheism and unbelief in early modern Europe and Enlightenment in Europe.
Note: *Credit will be granted for only one of HSTR 512, HIST 512.*

HSTR 513 Units: **1.5**
Formerly: **HIST 513**
History of Gender, Sexuality and the Body
Explores selected topics in gender history, the history of sexuality and the history of the body and addresses current theoretical and methodological debates within these fields. Focus is primarily on American history, although Canadian and British readings may be included. Explores shifting understandings of femininity, masculinity and sexualities, as well as relationships between gender and class, race, ethnicity, religion, sexualities and the body.
Note: *Credit will be granted for only one of HSTR 513, HIST 513.*

HSTR 515A Units: **1.5**
Formerly: **HIST 515A**
Public History
Provides an overview of the branch of the discipline that involves communicating the past to non-academic audiences and analyzing applications of history outside of the university. Students meet practitioners of public history, making professional contacts and exploring non-academic applications of their training. Connected with these practical activities are analytical questions: as they contemplate how history can be carried outside of the academy, students also discuss its purpose, importance and meaning.
Note: *Credit will be granted for only one of HSTR 515A, HIST 515A, HIST 519 (if taken in the same topic).*

HSTR 516 Units: **1.5**
Formerly: **HIST 516**
Digital History
Explores specific computing applications used in the field known as "digital history," and how digital history is changing the way we think about History and the past. Emphasis on student projects, student presentations and discussions of selected readings on the big questions facing the discipline, including "is this really a revolution?"
Note: *Credit will be granted for only one of HSTR 516, HIST 516.*

HSTR 517 Units: **1.5**
Formerly: **HIST 517**
Cultural History and Theory
Explores the theory and practice of cultural history, focusing on culture as topic and as methodology. Students examine the approaches of cultural historians who either seek out new sources, or read traditional sources against the grain to provide answers to new questions. Themes may include: ritual, symbolism and meaning; objects and representation; colonialism and difference; popular culture, storytelling and language. Time period and geographical focus vary with the research area of the instructor.
Note: *Credit will be granted for only one of HSTR 517, HIST 517.*

HSTR 518 Units: **1.5**
Formerly: **HIST 518**
Political History
Examines the evolution of the state and the negotiation of power in North America. Topics may include federalism, party and bureaucratic developments, mass media and politics, and political leadership.
Note: *Credit will be granted for only one of HSTR 518, HIST 518.*

HSTR 519 Units: **1.5**
Formerly: **HIST 519**
Special Topics
Notes:
- *Credit will be granted for only one of HSTR 519, HIST 519 (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

HSTR 521A Units: **1.5**
Formerly: **HSTR 521, HIST 521**
Medieval Law and Administration
The origins and development of Western European civil, canon and common law. The history of law and jurisprudence, of the relationships of law and society and of the role of law in the growth of governance and order. Direct work on legal texts and records.
Note: *Credit will be granted for only one of HSTR 521A, HSTR 521, HIST 521.*

HSTR 521B Units: **1.5**
Formerly: **HSTR 521, HIST 521**
British Legal History
Social, cultural and political history of the law in England. Topics include crime, policing, the administration of justice, and punishments. Intended to give advanced students a general introduction to some of the main primary sources, important secondary works and historiographical issues.
Note: *Credit will be granted for only one of HSTR 521B, HSTR 521, HIST 521.*

HSTR 522 Units: **1.5**
Formerly: **HIST 522**
The Social History of Religion
Explores selected topics in the social history of religion in the context of Canada, the United States and Britain in the nineteenth and twentieth centuries. Focuses on Christianity, but also touches on other faith traditions. Topics to be explored may include popular religion, religion and mass culture, spirituality, colonialism, secularization, immigration and assimilation, religion and health, religious conflicts and prejudices and issues of class, race, gender, sexuality and family life as they relate to religion.
Note: *Credit will be granted for only one of HSTR 522, HIST 522.*

HSTR 523 Units: **1.5**
Formerly: **HIST 523**
History of Science and Technology
Advanced study of the history of science. Topics to be explored may include the history of the history of science, the Scientific Revolution, the rise of the 'science of man' in early modern Europe, science and Enlightenment, science and religion, and science and society in Britain, 1600-1945. May include topics in the history of technology.
Note: *Credit will be granted for only one of HSTR 523, HIST 523.*

HSTR 526 Units: **1.5**
Formerly: **HIST 526**
Ethnohistory
Examines the major issues facing ethnohistorians generally but with an emphasis on ethnohistory with respect to Indigenous peoples.
Note: *Credit will be granted for only one of HSTR 526, HIST 526.*

HSTR 528 Units: **1.5**
Formerly: **HIST 528**
Field School in Ethnohistory
A 6-week intensive community-based course where students move to the host First Nations' community to research.
Note: *Credit will be granted for only one of HSTR 528, HIST 528.*

HSTR 550 Units: **1.5**
Formerly: **HIST 550**
Non-Thesis MA Historiography/Research Methods
Note: *Credit will be granted for only one of HSTR 550, HIST 550.*

HSTR 590 Units: **1.5 or 3.0**
Formerly: **HIST 590**
Directed Reading Geographical Field
Notes:
- *Credit will be granted for only one of HSTR 590, HIST 590 (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

HSTR 591 Units: **1.5 or 3.0**
Formerly: **HIST 591**
Directed Reading - Topical Field
Notes:
- *Credit will be granted for only one of HSTR 591, HIST 591 (if taken in the same topic).*
- *May be taken more than once for credit in different topics with permission of the department.*

HSTR 598 Units: **6.0**
Formerly: **HIST 598**
MA Major Research Paper
Note: *Credit will be granted for only one of HSTR 598, HIST 598.*
Grading: *INP, COM, N, F*

HSTR 599 Units: **9.0-10.5**
Formerly: **HIST 599**
MA Thesis
Note: *Credit will be granted for only one of HSTR 599, HIST 599.*
Grading: *INP, COM, N, F*

HSTR 600 Units: **1.5**
Historiography for Dissertation

HSTR 601 Units: **1.5**
Advanced Topics in American History

HSTR 602A Units: **1.5**
Advanced Topics in Early Modern British History

HSTR 602B Units: **1.5**
Advanced Topics in Modern British History

HSTR 603A Units: **1.5**
Advanced Topics in Pre-1900 Canadian History

HSTR 603B Units: **1.5**
Advanced Topics in Post-1900 Canadian History

HSTR 604A Units: **1.5**
Advanced Topics in Early Modern Europe

HSTR 604B Units: **1.5**
Advanced Topics in Modern Europe

HSTR 605 Units: **1.5**
Advanced Topics in World History

HSTR 608A Units: **1.5**
Advanced Topics in Chinese History

HSTR 608B Units: **1.5**
Advanced Topics in the Chinese Diaspora

HSTR 609 Units: **1.5**
Advanced Topics in Japanese History

HSTR 611 Units: **1.5**
Advanced Topics in Military History

HSTR 613 Units: **1.5**
Advanced Topics in Gender and Sexuality

HSTR 615 Units: **1.5**
Advanced Topics in Public History

HSTR 616 Units: **1.5**
Advanced Topics in Digital History

HSTR 617 Units: **1.5**
Advanced Topics in Cultural History and Theory

HSTR 618 Units: **1.5**
Advanced Topics in Political History

HSTR 622 Units: **1.5**
Advanced Topics in Religious History

HSTR 623 Units: **1.5**
Advanced Topics in Science and Technology

HSTR 626 Units: **1.5**
Advanced Topics in Ethnohistory

HSTR 690 Units: **1.5**
Directed Study Geographical Field
Note: *May be taken more than once for credit in different topics with permission of the department.*

HSTR 691 Units: **1.5**
Directed Study Topical Field
Note: *May be taken more than once for credit in different topics with permission of the department.*

HSTR 693 Units: **3.0**
Formerly: **HIST 693**
PhD Candidacy Examinations
Students enrol in 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.
Note: *Credit will be granted for only one of HSTR 693, HIST 693.*
Grading: *INP, COM, N, F*

HSTR 695 Units: **1.5**
Dissertation Proposal
Grading: *INP, COM, N, F*

HSTR 699 Units: **25.5 - 36.0**
Formerly: **HIST 699**
PhD Thesis
Note: *Credit will be granted for only one of HSTR 699, HIST 699.*
Prerequisite(s): *HSTR 693.*
Grading: *INP, COM, N, F*

IED

Indigenous Education
Faculty of Education

IED 510 Units: **1.5**
Leadership and Governance for Language Revitalization
Students will develop their understanding of leadership skills and processes necessary to implement successful language and culture programs. Topics will include: planning, proposal writing, budgeting, administration, project management, as well as the place & effect of language policies at the provincial, national, international levels, as well as tribal/Indigenous governance models.

IED 520 Units: **1.5**
Program Design and Curriculum Development in Indigenous Language Revitalization
Leading practices in program design and curriculum development for Indigenous language revitalization will be examined. Processes through which competence in listening, speaking, reading and writing is developed will be explored. Analysis of program design, curriculum development and their implementation to promote language and culture revitalization will be addressed.

IED 530 Units: **1.5**
Indigenous Research Methods
Indigenous methodologies, research practices and protocols are examined including specific topics such as research ownership, research process and outcomes. Approaches to research that are culturally respectful, ethical, and reciprocal will be explored.

IED 531 Units: **1.5**
Also: **LING 531**
Researching Community-Based Initiatives in Language Revitalization
An examination of language research in Indigenous communities. This course is project-based and introduces students to a range of issues in community-based language revitalization research. The diversity of languages and of community approaches will be highlighted.
Note: *Credit will be granted for only one of IED 531, LING 531.*

IED 572 Units: **1.5**
SKÁLs: Indigenous Epistemologies
An exploration of the natural laws of the world from an Indigenous perspective. Critical elements of examination will include: utilizing community stories (with permission) to enhance language learning opportunities and curriculum development; reinforcing the value of the knowledge that students bring to the classroom from their home communities; living in a bi-cultural world; and the cultural effects of language and culture loss - creating places for healing.

IED 597 Units: **1.5**
Comprehensive Examination
A required element of non-thesis graduate students. Areas of examination and examination format, either written or oral, will be determined by the supervisory committee in consultation with the candidate.
Grading: *INP, COM, N, F*

IED 598 Units: **3.0**
Major Project
Evidence of independent research work will be presented in the form of an extended paper, project, or report as determined with the supervisory committee. Students will design their project in partnership with an Indigenous community or Indigenous organization. The project will enhance the community or organization's capacity to support language revitalization while providing an opportunity for students to approach the real world challenges of language revitalization in an Indigenous context.
Grading: *INP, COM, N, F*

IED 599 Units: **4.5**
Thesis
Research on a topic chosen in consultation with the student's supervisory committee.
Grading: *INP, COM, N, F*

IGOV

Indigenous Governance
Faculty of Human and Social Development

IGOV 520 Units: **1.5**
Indigenous Governance
A critical reading of important works in the field, an intellectual framework for understanding key questions and contemporary conflicts within Indigenous societies, and a critical perspective of the relationship between Indigenous peoples and the state.
Prerequisite(s): *Admission to MA program in Indigenous Governance.*

IGOV 530　Units: **1.5**
Indigenous Research Methods
A perspective on the methods and approaches used in the study of Indigenous issues, providing the basic tools and methods used for conducting applied research, as well as an exploration of the practical, ethical, and political issues involved in conducting research in Indigenous communities.
Prerequisite(s): *Admission to MA program in Indigenous Governance.*

IGOV 540　Units: **1.5**
Indigenous Resurgence
An introduction to the spiritual and cultural foundations of Indigenous governance systems, and an examination of how traditional values, principles and worldviews shape Indigenous thought and action in resistance to colonialism.
Prerequisite(s): *Admission to MA program in Indigenous Governance.*

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.
Prerequisite(s): *Admission to MA program in Indigenous Governance.*

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.
Prerequisite(s):
• *Admission to MA program in Indigenous Governance; or*
• *permission of the faculty.*

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.
Prerequisite(s):
• *Admission to MA program in Indigenous Governance; or*
• *permission of the faculty.*

IGOV 575　Units: **3.0**
Formerly: **580**
Mentorship
Mentorships provide students with counselling and advice to support personal well-being, professional development and academic performance, and consists of regular writing assignments and small group meetings with their faculty supervisor throughout the academic year.
Note: *Credit will be granted for only one of IGOV 575, IGOV 580.*
Prerequisite(s): *Admission to MA program in Indigenous Governance.*
Pre- or Corequisite(s): *All of IGOV 520, IGOV 530, IGOV 540, IGOV 550.*

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.
Note: *May be taken more than once for credit in different topics.*
Prerequisite(s):
• *Admission to MA program in Indigenous Governance; or*
• *permission of the faculty.*

IGOV 598　Units: **4.5 or 6.0**
Community Governance Project
Graduate course in the Indigenous Governance program administered by the Faculty of Graduate Studies.
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 in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internship placements must be approved by the Director, and will typically involve 100 hours of work in the community and the completion of a comprehensive report based on the internship experience.
Note: *Only students who entered the MA 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 MA program on or after September 2009 need to register in the 4.5 unit section of IGOV 598.
Prerequisite(s): *All of IGOV 520, IGOV 530, IGOV 540, IGOV 550, IGOV 575.*
Grading: *INP, COM, N, F*

IGOV 599　Units: **6.0**
Thesis
Grading: *INP, COM, N, F*

INGH

Indigenous Health Studies
School of Public Health and Social Policy
Faculty of Human and Social Development

INGH 520　Units: **1.5**
Community Engagement and Leadership
The concepts of respect, trust and cultural safety and their historical significance in engaging with Indigenous communities are explored. De-colonizing practices are emphasized through the exploration of relational practice and community capacity building as methods for effective engagement of community. Topics include the implications of recognizing the communal ownership of knowledge within Indigenous culture; the value of Indigenous knowledge and mentorship in the emergence of Indigenous health leaders are explored.
Note: *A requirement of this course is a condensed five-day on-campus seminar.*

INGH 521　Units: **1.5**
Indigenous Public Health and Social Policy
Issues and practices associated with the governance of Indigenous Peoples' health through consideration of past, present and future experiences are explored. Students critically analyze health and social policy and the impact of colonization on the health of Indigenous Peoples. Governance for health is explored through an analysis of jurisdictional issues, existing health agreements and organizational structures. Students focus on the development of post-colonial models of policy and governance.

INGH 522　Units: **1.5**
Indigenous Health Research Methodologies
Topics include the value of being in relationship with community as a foundation for research; knowledge of indigenous life course determinants relevant to the health of Indigenous Peoples; ethical, legal and social issues related to research with Indigenous Peoples.

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 in different topics.*

INTD 693　Units: **3.0**
PhD Candidacy Examination
Corequisite(s): *INTD 699.*
Grading: *INP, COM, N, F*

INTD 699 Units: **15.0-30.0**
Dissertation
Pre- or Corequisite(s): *INTD 693.*
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

ITAL 598 Units: **3.0**
Master's Essay
Grading: *INP, COM, N, F*

ITAL 599 Units: **6.0**
MA Thesis/Oral
Grading: *INP, COM, N, F*

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.
Prerequisite(s): *Admission to a graduate program 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 research question through presentation, commentary and refinement.
Prerequisite(s): *Admission to a graduate program in Law.*

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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

LAW 693 Units: **3.0**
PhD Candidacy Examinations
The PhD Candidacy Examination consists of an oral examination. This examination should be taken and passed within two years of entering the PhD program.
Grading: *INP, COM, N, F*

LAW 699 Units: **21.0-36.0**
PhD Dissertation
Prerequisite(s): *LAW 693.*
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**
Introduction to Syntax
A graduate level introduction to the major subfields of syntax, reflecting 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**
Introduction to Phonology
A graduate level introduction to the major subfields of Phonology, reflecting recent developments in phonological theory.

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.*

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 registrant will select a particular topic for individual research.
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

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.*

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**
Also: **IED 531**
Researching Community-Based Initiatives in Language Revitalization
An examination of language research in Indigenous communities. This course is project-based and introduces students to a range of issues in community-based language revitalization research. The diversity of languages and of community approaches will be highlighted.
Note: *Credit will be granted for only one of LING 531, IED 531.*

LING 560 Units: **1.5**
Also: **ANTH 561**
Linguistic Anthropology
Selected topics in Linguistic Anthropology.
Note: *Credit will be granted for only one of LING 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 inside second language classrooms are also 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**
Form-Focused Instruction and Second Language Development
Through a combination of reading and critical analysis of research studies, this course examines the current theoretical perspectives and research findings on the various roles that form-focused instruction and corrective feedback plays in second language development.

LING 577 Units: **1.5** Hours: **3-0**
The Global Context of Language Revitalization
Investigates language shift, maintenance, reclamation and revitalization. Topics may include global, social, cultural, economic, political, and historical factors involved in language use, and Indigenous and non-Indigenous language contexts around the world.

LING 578 Units: **1.5**
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 580 Units: **1.5 or 3.0**
Linguistics Seminar
The contents of this course will vary.
Note: *May be taken more than once for credit.*

LING 586 Units: **1.5**
Sound Structures for Applied Linguistics
An investigation of the relationship between sound structures (as understood through phonetic theory, phonological theory, speech analysis) and applied linguistics (especially pronunciation teaching and second language acquisition).
Note: *May be taken more than once for credit to a maximum of 3 units.*
Prerequisite(s):
• *One of LING 200, LING 300, LING 312, LING 338, LING 380, LING 412, LING 486, LING 505, LING 510, LING 517; or*
• *permission of the department.*

LING 590 Units: **1.5 or 3.0**
Directed Studies
A course designed to enable students to pursue individual interests.
Note: *May be taken more than once for credit.*

LING 592 Units: **1.5** Hours: **3-0**
Formerly: **591**
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.
Note: *Credit will be granted for only one of LING 591, LING 592.*

LING 595 Units: **1.5**
Studies in Language and Gender
A study of the relationship between gender socialization and pragmatics of language use. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

LING 596 Units: **1.5**
Cross-Cultural Communication
An examination of pragmatic linguistic factors affecting communication between cultural groups. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

LING 597 Units: **0**
Comprehensive Examination
Students enrolled in the non-thesis option will be examined orally on at least two previous substantial research papers or their equivalent.
Grading: *INP, COM, N, F*

LING 598 Units: **3.0**
Major Research Paper
A major research paper (40-45 pages) reporting independent research under the direction of a faculty member. Students meet in a seminar weekly with the course instructor to discuss research topics including research designs, data collection and analyses, reporting and presentation research results, and other research related issues.
Grading: *INP, COM, N, F*

LING 599 Units: **to be determined**
MA Thesis
Grading: *INP, COM, N, F*

LING 601 Units: **1.5**
Current Directions in Syntactic Theory
Selected topics reflecting current research in syntactic theory.
Notes:
• *May be taken more than once for credit in different topics.*
• *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *LING 503 or LING 508; or*
• *permission of the department.*

LING 602 Units: **1.5-3.0**
Current Directions in Phonological Theory
Selected topics reflecting current research in Phonological Theory.
Notes:
· *May be taken more than once for credit in different topics.*
· *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
· *LING 505 or LING 510; or*
· *permission of the department.*

LING 690 Units: **1.5 or 3.0**
Directed 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 in different topics to a maximum of 3 units.*

LING 693 Units: **3.0**
Candidacy Examination
The candidacy requirement must be satisfied within three years of registration in the doctoral program (see Faculty of Graduate Studies regulations). 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 699 Units: **to be determined**
PhD Dissertation
Note: *Normally 18 units.*
Prerequisite(s): *LING 693.*
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
Prerequisite(s): *Permission of the department.*

MATH 523 Units: **1.5**
Graph Theory
Prerequisite(s): *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 department.*

MATH 530 Units: **1.5**
Real Analysis
Abstract measure and integration; product measures; measures on locally compact spaces and the Riesz representation theorem; the Stone-Weierstrass theorem.

MATH 531 Units: **1.5**
Functional Analysis

MATH 532 Units: **1.5**
Introduction to Operator Theory

MATH 533 Units: **1.5**
Topics in Operator Theory and Operator Algebras
Note: *May be taken more than once for credit in different topics with permission of the department.*

MATH 535 Units: **1.5**
Topics in Analysis
Topics may include some of the following: ergodic theory, dynamical systems, potential theory, harmonic analysis.
Note: *May be taken more than once for credit in different topics with permission of the 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.
Note: *Students who have completed a course equivalent to MATH 438 may request permission to register in the course.*
Prerequisite(s):
· *One of MATH 330B, MATH 338, MATH 438; or*
· *permission of the department.*

MATH 540 Units: **1.5**
Topology

MATH 549 Units: **1.5** Hours: **3-0**
Also: **MATH 449**
Scientific Computing
Note: *Credit will be granted for only one of MATH 549, MATH 449 (if taken in the same topic).*
Prerequisite(s): *Permission of the department.*

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 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 department.*

MATH 563 Units: **1.5**
Algebraic Number Theory

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 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 department.*

MATH 581 Units: **1.5**
Directed Studies
Directed studies may be available in the areas of faculty interest.
Notes:
· *May be taken more than once for credit in different topics with permission 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 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.*
Prerequisite(s): *3 units of MATH courses numbered 300 or higher.*

MATH 599 Units: **6.0**
Master's Thesis
Grading: *INP, COM, N, F*

MATH 693   Units: **3.0**
Candidacy Examination
Grading: *INP, COM, N, F*

MATH 699   Units: **21.0-30.0**
Dissertation
Corequisite(s): *MATH 693.*
Grading: *INP, COM, N, F*

MBA

Master of Business Administration
Peter B. Gustavson School of Business
PhD program in International Management and Organization is found under the BUS course code.

MBA 500   Units: **1.5-3.0**
Essentials of Business and Leadership
An intensive course that constitutes the beginning of the MBA program. Provides students with a foundation on which to begin the study of business at an advanced level. Key areas of skill development include business writing, presenting, teambuilding, case analysis, cross-cultural communication and career development. Provides ethical frameworks for decision making and an exploration of issues relating to international business, sustainability and social responsibility.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 501   Units: **0**
Applied Projects
Client-based business projects that integrate program subject material, usually in the context of examining a particular industry or organization. Requires reports and/or presentations. Will focus, when possible, on the Gustavson School of Business value pillars: International, Integrative, Innovative, Sustainable/Socially Responsible. One of these projects takes place in an international setting.
Note: *Not open to students registered in or with credit in MBA 501A or MBA 501B.*
Attendance and participation are mandatory. Students are required to register in this course for the duration of the MBA Program.
Students in a double-degree program or on international exchange will normally be waived from the international project.
Grading: *INP, COM, N, F*

MBA 501A   Units: **0**
Integrative Management Exercise (IME)
One or more client-based business practice exercises which integrate program subject material, usually in the context of examining a particular industry or organization. Requires reports and/or presentations. Takes place on campus and will focus, when possible, on one or both of the International or Socially Responsible and Sustainable value pillars of the Gustavson School of Business.
Note: *Registration is restricted to the Daytime MBA Cohort entering in summer session 2016. Attendance and participation are mandatory. Registration in MBA 501A is for the domestic, "on campus" IME.*
Grading: *INP, COM, N, F*

MBA 501B   Units: **0**
International Integrative Management Exercise (IIME)
A client-based business practice exercise which integrates program subject material, usually in the context of examining a particular industry or organization. Requires reports and/or presentations. Takes place in an international setting.
Note: *Registration is restricted to the Daytime MBA Cohort entering in summer session 2016. Attendance and participation are mandatory. Registration in MBA 501B is for the international, "off campus" IME.*
Grading: *INP, COM, N, F*

MBA 502   Units: **0**
Personal and Professional Development
A course of sessions/activities delivered throughout the MBA program providing practical knowledge and practice in areas vital for professional success in the business world. Content includes: career development, team-building, leadership development, and cross-cultural boundary spanning.
Note: *Students are required to register in this course for the duration of the MBA Program.*
Grading: *INP, COM, N, F*

MBA 509   Units: **0.5-2.0**
Managing in the Service Economy
Examines service issues from organization and human resources management, operations management and marketing perspectives to provide students an integrated view of designing and delivering a valuable, memorable customer experience. Topics include: building a service culture and strategy, managing the talent, service blueprinting, developing customer-oriented service standards, service design, creating the "servicescape", understanding consumer emotions and psychology, service failure and recovery, customer co-creation of value and service delivery networks.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 510   Units: **0.5-1.5**
Marketing Management
Controllable and uncontrollable marketing variables that managers face in today's business environment. Topics include factors affecting consumer demand (including issues of sustainability, environmental impact and ethical management) and methods of satisfying it, market structure, product selection, distribution, promotion, pricing and market research. Course structure, exercises, projects and case problems are designed to develop the students' ability to generate effective marketing strategies in the face of uncertainty.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 511   Units: **0.5-1.5**
Customer Experience Management
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 Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Prerequisite(s): *MBA 510*
Corequisite(s): *MBA 512 and MBA 513.*

MBA 512   Units: **0.5-1.5**
Quality Management and Service Operations
Focuses on managing and improving service firms across industries, including: financial services, health care, hospitality, retail and professional service firms. Addresses the distinct needs and problems of service organizations in the areas of operations and quality management. A core theme is a quality management approach to providing service excellence. Topics include: service strategy, service design, service quality, process improvement, service capacity management, service innovation and technology, and sustainable and socially responsible practices in services.
Note: *Not open to students with credit in the Service Management Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Prerequisite(s): *MBA 510*
Corequisite(s): *MBA 511 and MBA 513.*

MBA 513   Units: **0.5-1.5**
Issues in Service Technology and HR Management
Addresses 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; the service profit chain; and sustainable and socially responsible practices in human resource management.
Note: *Not open to students with credit in the Service Management Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Corequisite(s): *MBA 511 and MBA 512.*

MBA 514   Units: **0.5-1.5**
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. Relevant tools and frameworks are introduced, including stakeholder management/engagement, triple-bottom line, Natural Step, base-of-the-pyramid strategies and social entrepreneurship.
Notes:
- *Credit will be granted for only one of MBA 514, MBA 580, MBA 595 (if taken in the same topic).*
- *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 515   Units: **0.5-1.5**
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.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 520   Units: **0.5-1.5**
Financial and Managerial Accounting
Focuses on two broad areas to improve understanding of the use of accounting information in management decision making; 1) Financial Reporting including examination of corporate financial reports, International Financial Accounting Standards, triple-bottom line reporting, and governance and 2) Managerial Accounting including the nature, analysis of costs, product costs, and control systems.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 521   Units: **1.5**
Also: **COM 410**
Leadership Strategies
An examination of leadership in a variety of environments: corporate, the military, and the public sector. Identifies the characteristics of a leader and instills an interest in and awareness of this vital organizational skill. 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 demonstrate leadership skills.
Note: *Credit will be granted for only one of MBA 521, COM 410.*
Prerequisite(s): *Permission of the program.*

MBA 522   Units: **1.5**
Also: **COM 415**
Business and the Internet
Business is going global, and traditional markets are rapidly giving way to the electronic marketplace. Combines hands-on project for an existing organization with seminar style classes and invited speakers. Covers competitive advantages of electronic communications technologies; fundamentals of data communications; effective use of the Internet for business; and security, privacy, and intellectual property issues related to online business.
Note: *Credit will be granted for only one of MBA 522, COM 415.*
Prerequisite(s): *Permission of the program.*

MBA 524   Units: **1.5**
Also: **COM 445**
Corporate Finance
Serves as 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, leasing, mergers and acquisitions, and the use of derivatives for risk management.
Note: *Credit will be granted for only one of MBA 524, COM 445.*
Prerequisite(s): *Permission of the program.*

MBA 525   Units: **1.5**
Also: **COM 446**
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 MBA 525, COM 446, COM 450 (if taken in the same topic), ECON 435.*
Prerequisite(s): *Permission of the program.*

MBA 529   Units: **0.5-1.5**
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. Topics include some of the following: designing and implementing global supply chains, foreign manufacturing, inventory management, coping with security concerns, outsourcing, service standards, transportation options and performance evaluation.
Notes:
- *Credit will be granted for only one of MBA 529, MGB 519.*
- *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 530   Units: **0.5-1.5**
Managerial Finance
Provides a framework, concepts, and tools for analyzing financial decisions. Topics include discounted cash flow techniques, 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. Focuses on management-shareholder agency problems, ethical issues in financial decision-making, and issues related to sustainability and corporate social responsibility (CSR) in project valuation and portfolio investments.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 531   Units: **1.5**
Also: **COM 425**
Taxation for Managers
Reviews the fundamentals of the income tax system for all taxpayers. It then examines tax planning techniques that maximize cash flow and return on investment. While the course emphasizes business decisions, it also includes personal financial planning issues.
Note: *Credit will be granted for only one of MBA 531, COM 425.*
Prerequisite(s): *Permission of the program.*

MBA 535   Units: **0.5-1.5**
Operations Management
An introduction to the concepts for managing the systems organizations use for producing goods and services. Topics include some of the following: operations strategy, capacity and technology planning, purchasing and materials management, workflow planning, scheduling, and quality management and control.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 540   Units: **0.5-1.5**
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.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 544   Units: **0.5-1.5**
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.
Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 546 Units: **0.5-2.0**
Innovation and Design

Explores the topic of innovation in products, services and user experience through design methodologies and perspectives. Topics include identifying and framing the right 'problem space' through deep understanding of users and context, and techniques for eliciting creative ideas, such as structured brainstorming and rapid prototyping, to explore the 'solution space'. Students become integrative, creative problem solvers who combine rigorous research with narrative, visual data and other knowledge forms to generate original, practical strategies.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 550 Units: **0.5-1.5**
Strategic Analysis and Action

Introduces the integrative nature of management. Explores the overall general management of the organization, and the formulation and implementation of the strategic direction of the firm. Covers major strategic management concepts including analyses of external and internal environments, innovation, corporate social responsibility (CSR), managerial ethics, value co-creation, and leadership, as they relate to business strategy. Intended to develop an appreciation of the role of a general manager from conceptual as well as pragmatic standpoints.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 552 Units: **0.5-2.0**
Collaboration in Organizations

Explores ways to lead and cultivate collaboration in both inter- and intra-organizational contexts. Topics may include identifying what effective collaboration looks like, when collaboration does (and doesn't) make sense, organizational barriers to collaboration, the skills required to encourage others to collaborate effectively, and the characteristics of collaborative leadership.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 553 Units: **0.5-1.5**
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 structure and growth; teams, organizational culture, power, politics and conflict management; decision making, motivation, trust and leadership.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 555 Units: **0.5-1.5**
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.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 558 Units: **1.5**
Also: **COM 403**
Employment Law

Examines the constitutional, legislative and common law rules that govern the employment relationship in both unionized and nonunion workplaces. Examines the entire employment relationship including pre-hire issues, employer/ee rights and obligations, termination of employment and post-termination obligations.

Note: *Credit will be granted for only one of MBA 558, COM 403, COM 450 (if taken in the same topic).*
Prerequisite(s): *Permission of the program.*

MBA 560 Units: **0.5-1.5**
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.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 561 Units: **0.5-1.5**
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 Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Corequisite(s): *MBA 562 and MBA 563.*

MBA 562 Units: **0.5-1.5**
New Venture Marketing

Part of the integrated MBA Entrepreneurship program, develops the thinking 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 Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Corequisite(s): *MBA 561 and MBA 563.*

MBA 563 Units: **0.5-1.5**
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 Specialization courses previously offered under MBA 595. The unit value of a course section will be specified according to the program in which it is delivered.*
Corequisite(s): *MBA 561 and MBA 562.*

MBA 564 Units: **0.5-2.0**
Entrepreneurship

Entrepreneurship is about new value creation in new for-profit ventures, social enterprises, existing corporations, government, and other contexts. Takes prospective entrepreneurs through the opportunity (value) identification and realization process with a focus on developing entrepreneurial expertise and an entrepreneurial mindset. Learners will apply key theory, frameworks, concepts, and tools towards their own entrepreneurial pursuit with the aim of getting to the proof-of-concept stage of development with a lean business plan.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 570 Units: **0.5-2.0**
International Business Environment I

Overview of international business and management, emphasizing globalization and its implications for individuals, organizations and nations. Explores topics in global and regional economic integration, sources of national competitive advantage, international trade and investment, corporate social responsibility (CSR) in international contexts, strategy and organization in multinational enterprises, emerging markets, and current issues related to the international business environment. Students will develop a world-view of today's dynamic global marketplace and analytical skills for addressing complex global issues.

Note: *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 571 Units: **0.5-1.5**
International Financial Management

An examination of international financial markets and the financial decision making of multinational firms. Topics include international monetary systems, balance of payments, exchange rate determination, foreign currency derivatives, risk management techniques, and financing the firm in global financial markets.

Notes:
- *Credit will be granted for only one of MBA 571, MGB 512.*
- *The unit value of a course section will be specified according to the program in which it is delivered.*

MBA 572   Units: **0.5-1.5**
International Marketing and Global Strategy
An examination of the strategic challenges facing businesses in an international context, with a focus on marketing issues. Topics include the problems associated with controlling and coordinating activities in multiple markets, managing diverse markets, responding to consumer and competitor differences, understanding the impact of different institutional structures, and coping with market consolidation.
Notes:
- Credit will be granted for only one of MBA 572, MGB 516.
- The unit value of a course section will be specified according to the program in which it is delivered.

MBA 573   Units: **0.5-1.5**
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.
Note: The unit value of a course section will be specified according to the program in which it is delivered.

MBA 575   Units: **0.5-2.0**
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.
Note: The unit value of a course section will be specified according to the program in which it is delivered.
Prerequisite(s): Permission of the department.

MBA 576   Units: **0.5-2.0**
International Business Environment II
This course is a continuation of topics covered in IB Environment I.
Note: The unit value of a course section will be specified according to the program in which it is delivered.

MBA 585   Units: **0.5-1.5**
Consulting Methods I
Provides an overview of management consulting 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 501 Applied Projects and 596 Integrative Project.
Note: The unit value of a course section will be specified according to the program in which it is delivered.

MBA 586   Units: **0.5-2.0**
Consulting Methods II
Continuation of topics covered in Consulting Methods I.
Note: The unit value of a course section will be specified according to the program in which it is delivered.

MBA 588   Units: **1.0-7.5**
Study Abroad
Students register in this course while participating in a formal academic exchange with a university outside of Canada.
Note: May be taken more than once for credit to a maximum of 7.5 units.

MBA 590   Units: **1.0-3.0**
Directed Study
The content, credit value, and method of evaluation must be approved by the Director as well as the instructor offering the area of individual study prior to registration.
Notes:
- May be taken more than once for credit in different topics.
- Pro Forma required.

MBA 595   Units: **0.5-5.0**
Special Topics in Business Administration
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 595.
Note: May be taken more than once for credit in different topics.

MBA 596   Units: **3.0**
Integrative Project
An individual or group consulting project. 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   Units: **3.0**
Research Project
A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty advisor.
Note: Students choosing to take MBA 598 Research Project, rather than MBA 596 Integrative Project, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to MBA 585. Students choosing MBA 598 should consult with their academic supervisor to identify an appropriate Research Methods course.
Grading: INP, COM, N, F

MBME

Master of Business Administration + Master of Engineering
MBA Program and Faculty of Engineering
Sardul S. Gill Graduate School of Business
Specifically for the MBA+MEng Double Degree Program which is jointly offered by the Sardul S. Gill Graduate School of Business and the Faculty of Engineering.
Other courses offered by the MBA Program are found under the following course code: MBA. Other courses offered by the MEng Programs are found under the following course codes: ECE and MECH.

MBME 598   Units: **3.0**
Major Project
A substantial analysis of a specific issue related to both management and engineering contexts, prepared individually under the supervision of faculty advisers from both the Gustavson School of Business and the Faculty of Engineering.
Note: Students, in consultation with their academic adviser, should determine if they have an adequate background in research methodology prior to enrolling in MBME 598. This may require the student to take a research methods course. Students should consult with their academic adviser to identify an appropriate course.
Grading: INP, COM, N, F

MBMS

Master of Business Administration + Master of Science (CSC)
MBA Program and Faculty of Engineering
Sardul S. Gill Graduate School of Business
Specifically for the MBA+MSc in Computer Science Double Degree Program which is jointly offered by the Sardul S. Gill Graduate School of Business and the Faculty of Engineering.
Other courses offered by the MBA Program are found under the following course code: MBA. Other courses for the MSc in Computer Science component of the program are found under the following course code: CSC.

MBMS 598   Units: **3.0**
Major Project
A substantial analysis of a specific issue related to both management and computer science, prepared individually under the supervision of faculty advisers from both the Gustavson School of Business and the Department of Computer Science.
Note: Students, in consultation with their academic adviser, should determine if they have an adequate background in research methodology prior to enrolling in MBMS 598. This may require the student to take a research methods course. Students should consult with their academic adviser to identify an appropriate course.
Grading: INP, COM, N, F

MECH

Mechanical Engineering
Department of Mechanical Engineering
Faculty of Engineering

MECH 501   Units: **1.5**
Introduction to Continuum Mechanics
Analysis of deformation, motion and stress in Cartesian coordinates. Thermodynamics of continua. Constitutive equations. Linear elasticity. Fluid flow. Special problems in linear elasticity and fluid mechanics.

MECH 504   Units: **1.5**
Mechanical Vibration
Multi-mass linear systems; flexibility and stiffness matrices, natural frequencies, mode shapes and orthogonal properties, coupled and uncoupled system equations, solutions for damped or undamped response to arbitrary forcing and initial conditions. Linear continuous systems; wave equation problems and lateral beam vibration with classical boundary conditions. Effects of added mass or stiffness on frequencies and modes. Forced and transient response. Transfer matrix methods for lumped parameter systems and continuous systems; application to axial and torsional vibration of rods, shafts and beams with attached mass or stiffness. Non-linear vibration; basic methods for solution. Characteristic non-linear effects. Random vibration; elements of describing random response, Fourier transforms and frequency response functions.

MECH 510   Units: **1.5**
Living Cells and their Molecules: Mechanics & Thermodynamics
Provides an engineering introduction to cell architecture, and cell function in health and disease states. Cell components and functions. Families of molecules used by cells. The role of water in cell architecture. Proteins - the machine systems of cells. Thermodynamics of metabolic processes. Mechanical analyses of cytoskeleton, cell membranes. Cell movement and forces. Cellular mechanotransduction. Readings in bio-inspired engineering systems, biotechnology, molecular diagnostics, tissue regeneration, stem cells and cancer.
Note: *Credit will be granted for only one of MECH 510, MECH 580 (if taken in the same topic).*

MECH 512   Units: **1.5**
Introductory Haptics
Psychophysics of kinesthetic perception. Device design, low-level control and performance measures for kinesthetic haptic interfaces. Haptic rendering of virtual walls. Haptic rendering of deformation. Six-degrees-of-freedom haptic rendering. Passivity and coupled stability. Haptic control architectures. Networked haptics. Multi-user haptics.
Note: *Credit will be granted for only one of MECH 512, MECH 580 (if taken in the same topic).*

MECH 515   Units: **1.5**
Biomaterials and Tissue Engineering
Introduction to the types of biomaterials and their associated properties. Experimental characterization techniques including microscopy, detection of chemical compositions, protein adsorption and immunoreactivity. Methods for combining biomaterials with cells to engineer tissues.
Note: *Credit will be granted for only one of MECH 515, MECH 580 (if taken in the same topic).*

MECH 520   Units: **1.5**
Computer-Aided Design and Engineering
Fundamentals of computer graphics; basic elements of geometric modeling of solids and curved surfaces; advanced topics in engineering drawings; use of integrated CAD/CAE/CAM system for modelling, simulation, engineering analysis, automated production, and parameter optimization of mechanical designs; input and output techniques, data management, and customization of CAD/CAE/CAM systems.
Note: *There is a 3-hour laboratory requirement on alternate weeks.*

MECH 521   Units: **1.5**
Computer-Aided Manufacturing (CAM)
Introduction to machining operations features of numerically controlled machine tools and types of CNC programming. Manual part programming with G-codes, canned cycles, subprograms, and simulation program. CNC machine tools and control and machine tool kinematics. CNC machining of curved surfaces, and surface machining strategies. Rapid prototyping or 3D printing. Machining mechanics and dynamics.
Note: *There is a 3-hour laboratory requirement on alternate weeks.*

MECH 522   Units: **1.5**
Mechanics and Dynamics of Machining
Cutting Mechanics: orthogonal cutting, oblique cutting, cutting force modeling, mechanistic modeling, specific cutting energy formulation and identification, milling and turning, tool wear, and cutting temperatures. Cutting Dynamics: structural vibrations, damping, dimensional form errors in machining, modal analysis, and chatter vibrations in orthogonal cutting and milling.
Note: *Credit will be granted for only one of MECH 522, MECH 580 (if taken in the same topic).*

MECH 523   Units: **1.5**
Modeling and Design of Advanced Hybrid Electric Vehicles
Background of Hybrid Electric Vehicle (HEV) powertrain technologies; vehicle power plants, electric propulsion systems, transmissions, and energy storage system; vehicle performance modeling and simulation using advanced powertrain modeling tools; design and optimization of HEV powertrain system; other key issues in HEV design and developments; HEV related research and case study.
Note: *Credit will be granted for only one of MECH 523, MECH 580 (if taken in the same topic).*

MECH 524   Units: **1.5**
Planning and Control of Advanced Manufacturing Systems
Introduction to manufacturing and production systems with the basic taxonomy of manufacturing, types of production processes, components of a production system, and concept of production control. Production process planning covering the experience-based process planning, knowledge-based approach using decision tables and decision trees, process capability analysis, group technology, and Computer-Aided Process Planning. Topics of planning and control of production systems, including forecasting, inventory system, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

MECH 528   Units: **1.5**
Formerly: **620**
Global Optimization and Quantitative Reasoning Techniques
Review of conventional engineering optimization methods, global optimization algorithms, introduction of metamodeling and metamodel-based global optimization techniques, multi-objective and multi-disciplinary optimizations; knowledge representation and reasoning, rule-based systems, fuzzy pattern clustering and recognition, and artificial neural networks; applications of metamodel-based global optimization and quantitative reasoning for computational design and optimal control.
Note: *Credit will be granted for only one of MECH 528, MECH 620.*

MECH 531   Units: **1.5**
Fluid Mechanics
Governing principles; continuity, momentum, energy, stress, constitutive relations. Viscous incompressible flow; exact solutions of Navier-Stokes equations. Boundary-layer theory. Potential flow. Stability and turbulence.

MECH 535   Units: **1.5**
Computational Fluid Dynamics and Heat Transfer
Methods of prediction and historical perspective. Governing differential equations. Finite difference and finite volume discretization. Schemes for steady and unsteady multidimensional heat conduction problems. Stability analysis and convergence. Control volume formulation for fluid flow. Schemes for convection dominated flows. The SIMPLE algorithm. Computation of turbulent flows; wall functions; turbulence modelling. The course will involve individual projects.

MECH 536   Units: **1.5**
Microfluidics
Fundamentals of liquid flow, capillarity, two-phase flow, species transport, ionic transport, electroosmosis, electrophoresis and other electrokinetic phenomena in microstructures. Overview of experimental, computational and microfabrication methods. Applications to lab-on-chip processing and fuel cell technologies.

MECH 537   Units: **1.5**
Kinetic Theory and Microscale Flows
Distribution function of gases and its moments, Boltzmann equation, conservation laws, H-Theorem (2nd law), BGK models, continuum limit; the laws of Navier-Stokes and Fourier (NSF), temperature jump and velocity slip, beyond NSF; higher order methods and moment equations, Knudsen layers. Applications to ideal gases, flow in micro channels, electrons, energy transfer in solids, etc.

MECH 538   Units: **1.5**
Advanced Aircraft Design
Unmanned Air Vehicles and related systems. Aircraft multidisciplinary design optimization. Development, manufacturing and operating processes and procedures. Flight test principles, instrumentation, planning, and operation of aerospace vehicle flight testing. Flight test measurements, static-system calibration, rate-of-climb performance, and determination of vehicle flight dynamics.
Note: *Credit will be granted for only one of MECH 538, MECH 580 (if taken in the same topic).*

MECH 540   Units: **1.5**
Transport Phenomena
Fundamentals of thermomechanics; kinematics, motion, stress, thermodynamics, fundamental principles of thermomechanics. Constitutive equations; basic principles and axioms, linearization of constitutive equations, constitutive equations of special materials such as Newtonian fluids and binary mixtures. Field equations for binary fluid mixtures. Mass transport; diffusivity and mechanisms of mass transport, examples of concentration distributions in binary solids and fluids (laminar flow), examples from ternary systems.

MECH 541   Units: **1.5**
Advanced Thermodynamics
Principles of classical thermodynamics; postulates, conditions of equilibrium, some relationships and simple systems, reversible process, Legendre transformations, extremum principles, Maxwell relations, stability, first-order phase transitions. Thermodynamics of irreversible processes. Fundamentals of statistical thermodynamics.

MECH 542   Units: **1.5**
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
Cryogenics: definition and applications. Properties at low temperatures. Refrigeration and liquefaction cycles - cascade, Linde, Claude; liquefaction of air, hydrogen and helium. Regenerative refrigeration cycles - Stirling, Gifford-McMahon cycles and their derivatives. Magnetic refrigeration, AMR processes; application to liquefaction.

MECH 544   Units: **1.5**
Renewable Energy
Overview of major classes of renewable energy: solar photovoltaic, wind, biomass, hydro, solar thermal, tidal and wave. Examination of renewable energy from the perspective of; (1) extent, distribution and accessibility of the resource, (2) technologies for the conversion of the resource (3) current applications, and (4) prospects for future implementation.

MECH 546   Units: **1.5**
Introduction to Ocean Engineering
Application of mechanical engineering principles to the mathematical modeling, analysis, simulation and design of floating offshore infrastructure. Ocean wave kinematics: Airy wave theory, wave spectra, sea-state descriptions. Rigid body dynamics: Euler angle transformations, Newton-Euler equations of motion. Hydrostatics: buoyancy, metacentric height, waterplane moments. Hydrodynamics: added mass, drag, Cummins equation for radiation damping, wave excitation. Use of potential flow solvers for the calculation of hydrodynamic coefficients.
Note: *Credit will be granted for only one of MECH 546, MECH 580 (if taken in the same topic).*

MECH 547   Units: **1.5**
Wind Power Systems
History of wind power. Wind resource characteristics. Aerodynamic analysis: steady and unsteady rotor flow models, sectional aerodynamics. Aero-elastic response: structural models, degree of freedom reduction, time-domain simulation. Control: objectives, hierarchy, methods, classical and modern approaches. Component design and structural analysis. Electrical aspects: generator concepts and control, grid integration. Wind farms. Cost and value of wind energy.
Note: *Credit will be granted for only one of MECH 547, MECH 580 (if taken in the same topic).*

MECH 549   Units: **1.5**
Fuel Cell Technology
Overview of current fuel cell technology. Operating principles, fundamental thermodynamics and electrochemistry. Types of fuel cells and applications. Proton exchange membrane fuel cells; components; performance; testing. Micro fuel cells. High temperature fuel cells. Modelling of transport phenomena in fuel cells. Hydrogen production and storage. Fuel cell systems and ancillaries.

MECH 550   Units: **1.5**
Advanced Control Theory
State-space representation of dynamics systems. Linear time-invariant systems. State-space realization of transfer functions and canonical forms. Controllability and observability. Design of state-space controllers, including pole-placement and optimal control. Linear observers. Kalman filters. Digital control systems.

MECH 551   Units: **1.5**
Advanced Kinematics of Manipulators
The material covered includes: point and direction, and line and screw motion description; homogeneous, line and screw coordinate, and quaternion representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transforms; local and globally optimum solution of redundant rates; overdetermined and near degeneration solutions; multi-arm kinematics. Application to open, closed parallel and hybrid, simple and general structures is considered.

MECH 554   Units: **1.5**
Mechatronics
Introduction to mechatronic systems; modeling of mixed mechatronic systems; microcontroller programming and interfacing; theory, selection and implementation of sensors and actuators commonly used in mechatronic systems; control architectures and case studies in mechatronics systems.
Note: *Credit will be granted for one of MECH 554, MECH 580 (if taken in the same topic).*

MECH 555   Units: **1.5**
Micro-ElectroMechanical Systems
Principles of Micro-ElectroMechanical Systems (MEMS). Covers theory, design and fabrication. Topics include: scaling law principles, micro-mechanical structures for micro-sensing and micro-actuations, electrostatic devices, micro-thermal devices, piezoresistive devices, piezoelectric devices, micro-magnetic devices, micro-fluidics, micro-optics, microassembly and packaging. Case studies of actual MEMS devices, their operation and their micro-fabrication are discussed.

MECH 558   Units: **1.5**
Fundamentals of Hybrid Vehicles
Background of hybrid electric vehicle (HEV) powertrain technologies; vehicle power plants, electric propulsion systems, transmissions, and energy storage system; vehicle performance modeling and simulation using advanced powertrain modeling tools; design and optimization of HEV powertrain system; other key issues in HEV design and developments; HEV related design project and case study.
Note: *Credit will be granted for one of MECH 558, MECH 580 (if taken in the same topic).*

MECH 559   Units: **1.5**
Theoretical Kinematics
Solution of nonlinear problems of kinematics involved in mechanism synthesis and manipulator solutions. Techniques including compatibility equations, 1/2 angle substitutions and eliminates. Applications including 4 and 5 precision point mechanism synthesis, and the inverse displacement solution of general serial layout and the forward displacement solution of parallel manipulators.

MECH 561   Units: **1.5**
Analytical Methods in Engineering
Analytic functions and applications in fluid mechanics: multi-valued complex functions, analytic functions, Cauchy integral theorem, residues, singularities, conformal mapping and applications. Laplace transform and its applications to elementary problems in vibrations, wave propagation and heat transfer in solids. Fourier analysis and boundary value problems and applications in vibration, wave propagation, solid mechanics. Introduction to calculus of variation. Energy methods, and approximate methods in solid and fluid mechanics.

MECH 563   Units: **1.5**
Finite Element Analysis
Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. 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 elements, 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 MECH 565, MECH 664.*

MECH 571 Units: **1.5**
Fracture, Fatigue and Mechanical Reliability
Linear elastic and elasto-plastic fracture mechanics. Classical fatigue analysis. Crack propagation. Low cycle fatigue. Reliability, durability and damage tolerance analysis. Stochastic processes and their application to reliability. Maintenance and inspection optimization. Industrially significant applications are highlighted.
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *MECH 320; or*
• *permission of the department.*

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 matric 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 carbine, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

MECH 576 Units: **1.5**
Introduction to Electron Microscopy
Introduction to Scanning Electron Microscopes, Transmission Electron Microscopes and associated methods of microscopy; phase contrast imaging, diffraction contrast imaging, Z-contrast imaging and analytical electron microscopy; methods for producing microscopy specimens.
Note: *Credit will be granted for only one of MECH 576, MECH 580 (if taken in the same topic).*

MECH 577 Units: **1.5**
Formerly: **545**
X-ray Analysis of Engineering Materials
Topics include: X-ray sources. Absorption of X-rays and radiography. Scattering of X-rays by atoms, molecule and aggregates. Laue and Bragg equations. Single crystal orientation. Preferred orientation in wires and sheets. Lattice parameter measurements. Determination of grain size and residual stress. Search/match methods for component identification. Integrated intensity measurements and quantitative analysis of components. High temperature measurements for in situ examination of phase transformations. These techniques will also be demonstrated in laboratory classes.
Note: *Credit will be granted for only one of MECH 577, MECH 545.*

MECH 580 Units: **1.5**
Selected Topics in Mechanical Engineering
Note: *May be taken more than once for credit in different topics.*

MECH 590 Units: **1.5**
Directed Studies
A wide range of topics will be available.
Note: *Pro Forma required.*

MECH 594 Units: **1.0**
Seminar
Participation in a program of seminars by internal and external speakers on current research topics. MEng students are not required to present.
Prerequisite(s): *Admission to MEng program in Mechanical Engineering.*
Grading: *INP, COM, N, F*

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.
Prerequisite(s): *Admission to MASc program in Mechanical Engineering.*
Grading: *INP, COM, N, F*

MECH 598 Units: **3.0**
MEng Project Report
Grading: *INP, COM, N, F*

MECH 599 Units: **9.0**
MASc Thesis
Grading: *INP, COM, N, F*

MECH 601 Units: **1.5**
Engineering Analysis
Introduction to mathematical methods used in engineering analyses with focus on the application to engineering problems rather than the rigorous proofs of mathematical concepts. Topics can include: integral transformations including Laplace and Fourier transforms; complex analysis including analytic functions, theory of residues and conformal mapping; calculus of variations as applied to optimal control, finite element methods and wave equations; linear algebra including least squares problems, eigenproblems and matrix decompositions.
Note: *Credit will be granted for only one of MECH 601, MECH 580 (if taken in the same topic).*

MECH 693 Units: **3.0**
Candidacy Examination
PhD students enrol in 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.
Pre- or Corequisite(s): *MECH 601.*
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.
Prerequisite(s): *Admission to a doctoral program in Mechanical Engineering.*
Grading: *INP, COM, N, F*

MECH 699 Units: **27.0**
PhD Dissertation
Prerequisite(s): *MECH 693.*
Grading: *INP, COM, N, F*

MGB

Master of Global Business
Peter B. Gustavson School of Business

MGB 180 Units: **1.0**
Formerly: **580**
Language Skills I
Provides language instruction for students to significantly advance their skill and knowledge in another language. The essential points of structure and vocabulary will be taught, giving capability to function in everyday settings. Students will learn to share information about themselves in the target language and ask basic questions of those around them.
Notes:
• *Credit will be granted for only one of MGB 180, MGB 580.*
• *May not be used for credit in any other undergraduate or graduate program.*
Prerequisite(s): *Admission to MGB program.*
Grading: *FNC*

MGB 181 Units: **1.0**
Formerly: **581**
Language Skills II
Further development of the language skills learned in 180.
Notes:
• *Credit will be granted for only one of MGB 181, MGB 581.*
• *May not be used for credit in any other undergraduate or graduate program.*
Pre- or Corequisite(s): *MGB 180.*
Grading: *FNC*

MGB 182 Units: **1.0**
Formerly: **582**
Language Skills III
Further development of the language skills learned in 181.
Notes:
- Credit will be granted for only one of MGB 182, MGB 582.
- May not be used for credit in any other undergraduate or graduate program.
Pre- or Corequisite(s): MGB 181.
Grading: FNC

MGB 502 Units: **0**
Internship Preparation
Preparation and training to undertake MGB Internship work terms. Includes preparation of cover letters and resumés, skills assessment and analysis, networking and interview skill development and career planning.
Note: Students are required to register in this course during the first and second terms of their MGB program.
Grading: INP, COM, N, F

MGB 510 Units: **1.0**
The North American Business Context
Examines the socio-economic, political and legal factors that affect business operations in Canada and the United States. Topics include the Canada/US business regulatory environments, economies, governmental and legal systems, labour markets, protection of intellectual property and international trade relationships including the North American Free Trade Agreement.

MGB 512 Units: **1.0**
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.
Note: Credit will be granted for only one of MGB 512, MBA 571.

MGB 516 Units: **1.0**
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.
Note: Credit will be granted for only one of MGB 516, MBA 572.

MGB 519 Units: **1.0**
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.
Note: Credit will be granted for only one of MGB 519, MBA 529.

MGB 520 Units: **1.5**
The Asian Business Context
An overview of business operations in the Asian context in various industry sectors. Also examines socio-economic, cultural and legal factors that impact doing business in Asia and that impact Asian firms doing business in regional and global settings.

MGB 525 Units: **1.5**
Developing Business in International Entrepreneurial Environments
Examines the analyses and knowledge needed for successful new global business ventures as well as within an international environment. Emphasis will be given to the various stages in the development of a business plan, from idea development to presentation of the plan.

MGB 530 Units: **1.5**
The European Business Context
An overview of corporate governance structures, legal and economic systems and environmental sustainability issues in the European Union and beyond. Prepares students to apply their knowledge and global perspective to solving business issues and challenges.

MGB 535 Units: **1.0**
Consulting Methods and Practice
Provides an overview of the process of management consulting; introduces students to consulting methods to help them gain knowledge of consulting and to highlight specific consulting and research skills. To practice the application of these methodologies, student teams will examine an issue or problem being faced by their assigned overseas organizations, and provide them with consulting advice. In addition, this course will ultimately prepare students for the MGB 536 International Research and Consulting Project.

MGB 536 Units: **3.0**
International Research and Consulting Project
An individual or group consulting report. Participating students, working individually or in small teams and under faculty supervision, research issues and maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed written recommendations, make in-person presentations to clients and submit a final report.

MGB 537 Units: **1.5**
Global Internship
Students must complete at least 300 hours of work with an organization that normally (1) has an international component linking two or more regions, or (2) is located in any region of the world, provided that it is not the student's "home" region or country. Requires students to apply their learning through a reflective component that describes how the coursework and the Internship experience in particular have prepared them for global business related careers.
Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.
Prerequisite(s):
- MGB 502; or
- permission of the school.
Grading: INP, COM, N, F

MGB 540 Units: **1.5**
The South American Business Context
An overview of business operations in the South American context in various industry sectors. Also examines socio-economic, cultural and legal factors that impact doing business in South America and that impact South American firms doing business in regional and global settings.

MGB 550 Units: **1.5**
The Middle East and North Africa (MENA) Business Context
An overview of business operations in the MENA context in various industry sectors. Also examines socio-economic, cultural and legal factors that impact doing business in the MENA region and that impact MENA region firms doing business in regional and global settings.

MGB 570 Units: **2.0**
Global Leadership and Cultural Intelligence
An examination of the various dimensions of culture and cross-cultural leadership and management. Topics include how cultural intelligence and global mindset impact teamwork, conflict management, negotiations, motivation and overall leadership in international settings. Compares how people from the three regions of the MGB program modules (e.g., North America, Asia and Europe) are similar and how they differ along these dimensions, including the challenges resulting from these differences and how to resolve them.

MGB 583 Units: **1.5**
Language, Communication and Global Business
Provides a framework - in conjunction with students' language courses - to explore relationships among language, communication, and culture, a subject highly relevant to global companies. Considers the process of language interaction in global organizations and shows how foreign language learning adds value to businesses and careers. Also examines example global companies that have shaped their language policies (often towards using English as the lingua franca), impacting individual and organizational performance.
Pre- or Corequisite(s): MGB 180.

MICR

Microbiology
Department of Biochemistry and Microbiology
Faculty of Science

MICR 570 Units: **0.5-3.0**
Directed Studies in Microbiology
A wide range of microbiological topics will be available for assignment. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.
Notes:
- 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
Corequisite(s): *BCMB 693.*
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 with permission 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 with permission 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.
Prerequisite(s):
• *MUS 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 MUS 508, MUS 506.*

MUS 510   Units: **1.5**
Computational Music and Audio Analysis
An in-depth examination of the approaches to the analysis of audio signals, computational modeling, and synthesis of musical signals, with a focus on creative applications.

MUS 511   Units: **1.5**
Music Perception and Cognition
The examination of music as a human cognitive domain: the physiological, sensory and organizational processes involved in the perception and cognition of musical sound.

MUS 512   Units: **1.5**
Music Technology Colloquium
Provides a forum for guest scholars and professionals, faculty members and students to present and discuss their research. Candidates for the MMus in Music Technology select their comprehensive examination field topics and develop their project proposals.

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 Musicological 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.
Prerequisite(s): *MUS 533.*
Grading: *INC, COM, N, F.*

MUS 540   Units: **0.5 or 1.0**
Individual Tuition
Lessons in instrument or voice.
Note: *May be taken more than once for credit with permission of the school.*
Prerequisite(s): *Permission of the school.*

MUS 545   Units: **4.0**
Major Instrument Study
Individual tuition, integrated performance seminar and master class.
Note: *May be taken more than once for credit with permission of the school.*
Prerequisite(s): *Admission to MMus in Performance.*

MUS 545Q   Units: **4.0**
Major Instrument Study
For students in Master of Music (MMus) in Performance-Emphasis in String Quartet program.
Notes:
• *May be taken more than once for credit with permission of the school.*
• *MUS 545Q must be taken in each year of the program.*

MUS 555   Units: **3.0**
Individual Tuition in Composition
Note: *May be taken more than once for credit with permission of the school.*

MUS 561   Units: **1.5**
Seminar in Composition
Seminar in Composition, taken each year.
Notes:
• *May be taken more than once for credit.*
• *A combined undergraduate and graduate course (MUS 462A Undergraduate Seminar in Performance of New Music).*

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.
Note: *A combined undergraduate and graduate course (MUS 462B Undergraduate Seminar in Contemporary Composition and Performance).*

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 562A, and work with them to prepare the works for performance. Training in contemporary notation and performance practices, analysis, instrumentation, communication skills, and concert production. The final project will be a festival.

MUS 580   Units: **1.0**
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 581   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 588   Units: **1.0**
MMus Practicum

Recital for performance candidates normally taken in first year.
Grading: *INC, COM, N, F.*

MUS 590   Units: **1.5 or 3.0**
Directed Studies

Note: *May be taken more than once for credit with permission of the school.*

MUS 596   Units: **1.5**
Lecture-Recital

A lecture-recital of substantial duration, its topic likely related to the student's thesis. For students in the MA program in Musicology with Performance.
Grading: *INP, COM, N, F*

MUS 598A   Units: **1.5**
MMus Practicum

Degree recital required for performance candidates in final year.
Grading: *INP, COM, N, F*

MUS 598B   Units: **3.0**
MMus Graduating Compositions
Grading: *INP, INC, COM, F.*

MUS 598C   Units: **4.5**
MMus Project

Project required for Music Technology candidates in final year.

MUS 598Q   Units: **1.5**
MMus Practicum

Students in the Master of Music (MMus) in Performance-Emphasis in String Quartet Program must complete a total of 3 recitals to fulfill this requirement.
Grading: *INC, COM, N, F.*

MUS 599   Units: **3.0**
MA Thesis
Grading: *INP, COM, N, F*

MUS 689   Units: **1.5**
Dissertation Proposal

For candidates for the PhD in Musicology.
Grading: *INP, COM, N, F*

MUS 690   Units: **1.5 or 3.0**
Directed Studies

Note: *May be taken more than once for credit with permission of the school.*

MUS 693   Units: **3.0**
PhD Candidacy Examinations

Students enrol in MUS 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: *INP, COM, N, F*

MUS 699   Units: **to be determined**
PhD Dissertation
Prerequisite(s): *MUS 693.*
Grading: *INP, COM, N, F*

NRSC

Neuroscience
Division of Medical Sciences

NRSC 500   Units: **3.0**
Fundamentals of Neuroscience

Provides graduate students with a foundational basis in neuroscience. Students cover the essentials of neuroscience, and receive comprehensive instruction in cellular, molecular, systems, behavioral and cognitive neuroscience from resident experts.
Note: *This course is required for all students enrolled in the Neuroscience Graduate Program.*
This course runs from September to April.
Prerequisite(s): *Registration in a graduate program.*

NRSC 501A   Units: **1.5**   Hours: **3-0**
Advanced Topics in Cellular Neuroscience I

Seminar on current topics in Cellular Neuroscience.
Note: *For admitted Neuroscience students, this course is required in the first year of their program.*
The course runs from September to April.
A grade of INP (in progress) will be given until the second enrolled term is completed.

NRSC 501B   Units: **1.5**   Hours: **3-0**
Advanced Topics in Cognitive Neuroscience I

Seminar on current topics in Cognitive Neuroscience.
Note: *For admitted Neuroscience students, this course is required in the first year of their program.*
The course runs from September to April.
A grade of INP (in progress) will be given until the second enrolled term is completed.

NRSC 502A   Units: **1.5**   Hours: **3-0**
Advanced Topics in Cellular Neuroscience II

Seminar on current topics in Cellular Neuroscience.
Note: *Registration in NRSC 502A is mandatory (after completion of NRSC 501A) every year the student is enrolled in the graduate program.*
The course runs from September to April.
Prerequisite(s): *NRSC 501A or NRSC 501B.*
Grading: *INP, COM, N, F*

NRSC 502B   Units: **1.5**   Hours: **3-0**
Advanced Topics in Cognitive Neuroscience II

Seminar on current topics in Cognitive Neuroscience.
Note: *Registration in NRSC 502B is mandatory (after completion of NRSC 501B) every year the student is enrolled in the graduate program.*
The course runs from September to April.
Prerequisite(s): *NRSC 501A or NRSC 501B.*
Grading: *INP, COM, N, F*

NRSC 587   Units: **1.5 - 3.0**
Advanced Topics in Neuroscience

Topics of current interest in Neuroscience.
Notes:
• *May be taken more than once for credit in different topics with permission of the program.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the program.*

NRSC 590   Units: **1.5 - 3.0**
Directed Studies in Neuroscience

Research projects or directed readings.
Notes:
• *May be taken more than once for credit in different topics with permission of the program.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the program.*

NRSC 595   Units: **1.5**
MSc Thesis Preparation

Students will be engaged in preparing a thesis proposal for presentation to their supervisory committee. This course will need to be completed by all MSc students enrolled in the Graduate Program in Neuroscience before having a thesis proposal evaluated by their supervisory committee.
Grading: *INP, COM, N, F*

NRSC 599   Units: **9.0-12.0**
MSc Thesis

A thesis comprising an original scientific study and/or scientific analysis of a problem germane to contemporary neuroscience.
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
Prerequisite(s):
• *NRSC 595; or*
• *permission of the program.*
Grading: *INP, COM, N, F*

NRSC 600   Units: **3.0**
Fundamentals of Neuroscience
This is a team-taught course that provides graduate students with a foundational basis in neuroscience. Students cover the essentials of neuroscience, and receive comprehensive instruction in cellular, molecular, systems, behavioral and cognitive neuroscience from resident experts.
Note: *This course is required for all students enrolled in the Neuroscience Graduate Program.*
This course runs from September to April.

NRSC 601A   Units: **1.5**
Advanced Topics in Cellular Neuroscience I
Seminar on current topics in Cellular Neuroscience.
Note: *For admitted Neuroscience students, this course is required in the first year of their program.*
The course runs from September to April.
A grade of INP (in progress) will be given until the second enrolled term is completed.

NRSC 601B   Units: **1.5**
Advanced Topics in Cognitive Neuroscience I
Seminar on current topics in Cognitive Neuroscience.
Note: *For admitted Neuroscience students, this course is required in the first year of their program.*
The course runs from September to April.
A grade of INP (in progress) will be given until the second enrolled term is completed.

NRSC 602A   Units: **1.5**
Advanced Topics in Cellular Neuroscience II
Seminar on current topics in Cellular Neuroscience.
Note: *Registration in NRSC 602A is mandatory (after completion of NRSC 601A) every year the student is enrolled in the graduate program.*
The course runs from September to April.
Prerequisite(s): *NRSC 601A or NRSC 601B.*
Grading: *INP, COM, N, F*

NRSC 602B   Units: **1.5**
Advanced Topics in Cognitive Neuroscience II
Seminar on current topics in Cognitive Neuroscience.
Note: *Registration in NRSC 602B is mandatory (after completion of NRSC 601B) every year the student is enrolled in the graduate program.*
The course runs from September to April.
Prerequisite(s): *NRSC 601A or NRSC 601B.*
Grading: *INP, COM, N, F*

NRSC 687   Units: **1.5 - 3.0**
Advanced Topics in Neuroscience
Topics of current interest in Neuroscience.
Notes:
• *May be taken more than once for credit with permission of the program.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the program.*

NRSC 690   Units: **1.5 - 3.0**
Directed Studies in Neuroscience
Research projects or directed readings.
Notes:
• *May be taken more than once for credit with permission of the program.*
• *Pro Forma required.*
Prerequisite(s): *Permission of the program.*

NRSC 693   Units: **3.0**
Candidacy Examination
The Candidacy exam will consist of a defence of a written proposal (10 page CIHR format) on the student's proposed dissertation research project and an oral exam based on the background material and research components of the proposal. The exam committee will be composed of a chair (current director of the neuroscience program or their designate) and at least three examiners. Members of the student's supervisory committee (excluding the supervisor) may serve as examiners but at least one examiner must be from outside of the supervisory committee and at least one of the examiners must be from outside of the candidate's supervisor's department. The candidate's supervisor is permitted to be present during the exam but is not permitted to participate or aid the student in any manner. Both the oral and written components of the exam must be successfully completed to advance in the program and a student may be required by the examining committee to be re-examined on either component if performance in the first instance is not deemed satisfactory. Students are only permitted one re-test of either component, and re-tests must be undertaken within two months of the initial exam. Failure on both components of the exam initially, or one component twice, will be considered grounds for removal from the Neuroscience Program.
The candidacy examination must be held within 21 months of a student entering the PhD program. Students transferring from the MSc to the PhD program must complete the exam with 18 months from their entry into the PhD.
Note: *Students enrol in NRSC 693 upon registering in the PhD program (or upon switching to the PhD program from the MSc program) and remain enrolled until all candidacy requirements are complete.*
Grading: *INP, COM, N, F*

NRSC 699   Units: **21-39**
PhD Dissertation
A dissertation containing an original scientific study which adds new knowledge to the field of neuroscience.
Note: *Students who have completed equivalent prerequisites may request permission to register in the course.*
Students possessing a MSc will require 21 units to fulfill the program requirements.
Students possessing a BSc will require 30 units to fulfill the program requirements.
Prerequisite(s):
• *NRSC 693; or*
• *permission of the program.*
Grading: *INP, 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 NUED 570, NURA 530.*

NUED 571   Units: **1.5**
Formerly: **NURA 531**
Critical Pedagogy in Nursing Education and Evaluation
Students identify and critique ideologies and discourses relevant to teaching, learning and evaluation.
Note: *Credit will be granted for only one of NUED 571, NURA 531.*
Prerequisite(s): *NUED 570.*

NUED 572   Units: **1.5**
Formerly: **NURA 532**
Intersectoral Course and Curriculum Design in Nursing Education
Students apply theoretical and critical knowledge in the development of nursing curriculum, courses and learning activities for intersectoral nursing education practice.
Note: *Credit will be granted for only one of NUED 572, NURA 532.*
Prerequisite(s): *NUED 570 and NUED 571.*

NUED 573   Units: **1.5**   Hours: **104**
Nurse Educator Practice I
Students will have opportunities to further integrate their evolving knowledge of Advanced Practice Nursing: Nurse Educator option through working with expert teachers in clinical, academic, and/or community settings.
Prerequisite(s): *NUED 570.*
Corequisite(s): *NUED 571.*
Grading: *INC, COM, N, F.*

NUED 574   Units: **1.5**   Hours: **104**
Nurse Educator Practice II
Students integrate their evolving knowledge of Advanced Practice Nursing: Nurse Educator option through teaching practice with expert teachers in clinical, academic, policy and/or community settings.
Prerequisite(s): *All of NUED 570, NUED 571, NUED 572, NUED 573.*
Grading: *INC, COM, N, F.*

NUHI

Nursing and Health Information Science
School of Nursing
Faculty of Human and Social Development

Specifically for Double-Degree MN option in Nursing and Health Information Science.

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 .

NUHI 599   Units: **6.0**
Thesis

Students working independently, with faculty guidance from both Nursing and Health Information Science, 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: NUHI, NUED, 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 informed 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 consolidating and applying the knowledge, skills and abilities from the NP program to their practice as family nurse practitioners. Students will complete 200 practice hours under the supervision of a faculty instructor and practice mentor(s). Students will assume a leadership role in addressing gaps in health services, promoting continuity of care and fostering health prevention and promotion. There is a required onsite component.

Note: *Students may be required to demonstrate knowledge and skills obtained in all of NURS 531, NURS 532, NURS 540, NURS 541, NURS 543, NURS 544, NURS 545, NURS 546, NURS 547, NURS 548 upon enrolment in NURS 537 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 537.*

Prerequisite(s): *All of NURS 531, NURS 532, NURS 540, NURS 541, NURS 543, NURS 544, NURS 545, NURS 546, NURS 547, NURS 548.*

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 NUNP 540, NUNP 533.*
• *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 NUNP 531, NUNP 532 upon enrolment in NUNP 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in NUNP 540.*

Prerequisite(s): *NUNP 531 and NUNP 532.*
Corequisite(s): *NUNP 541.*

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 NUNP 541, NUNP 533.*
• *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 NUNP 531, NUNP 532 upon enrolment in NUNP 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in NUNP 540/541.*

Prerequisite(s): *NUNP 531 and NUNP 532.*
Corequisite(s): *NUNP 540.*
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. Students will receive a letter grade upon completion.

Notes:

- Credit will be granted for only one of NUNP 543, NUNP 534, NUNP 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 NUNP 531, NUNP 532, NUNP 540 and NUNP 541 upon enrolment in NUNP 543/544 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 543/544.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541.

Corequisite(s): NUNP 544.

NUNP 544　　Units: **1.5**

Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult I)

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 543 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 NUNP 544, NUNP 534, NUNP 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 NUNP 531, NUNP 532, NUNP 540 and NUNP 541 upon enrolment in NUNP 543/544 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 543/544.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541.

Corequisite(s): NUNP 543.

Grading: INC, COM, N, F

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 childrearing 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 NUNP 543, NUNP 535, NUNP 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 NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543 and NUNP 544 upon enrolment in NUNP 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 545/546.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, NUNP 544.

Corequisite(s): NUNP 546.

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 NUNP 544, NUNP 535, NUNP 561.
- 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 NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543 and NUNP 544 upon enrolment in NUNP 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 545/546.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, NUNP 544.

Corequisite(s): NUNP 545.

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 NUNP 547, NUNP 534, NUNP 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 NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, and NUNP 544 upon enrolment in NUNP 547/548 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 547/548.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, NUNP 544.

Corequisite(s): NUNP 548.

NUNP 548　　Units: **1.5**

Integrated Primary Health Care and Advanced Practice Nursing: III (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 NUNP 548, NUNP 534, NUNP 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 NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, and NUNP 544 upon enrolment in NUNP 547/548 if 12 months or more have lapsed between completing prerequisite courses and enrolling in NUNP 547/548.

Prerequisite(s): All of NUNP 531, NUNP 532, NUNP 540, NUNP 541, NUNP 543, NUNP 544.

Corequisite(s): NUNP 547.

Grading: INC, COM, N, F

NUNP 593 Units: **1.5**
Evaluation Synthesis
The culminating educational experience for NP students, and the singular opportunity for faculty members to assess students' evolution toward the terminal goals of the MN-NP program. Serves as an evaluation instrument in which students demonstrate their synthesis of coursework, knowledge, skills and experiential learning, to reveal a broad mastery of their learning across the curriculum in preparation for successful registration, initial employability and further career advancement.
Note: *Students may be required to register in this course over two (2) consecutive terms.*
Grading: *INP, COM, N, F*

NURA

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, NUNP, NURP and NURS.

NURA 516 Units: **1.5**
Nursing Leadership I
Exploration of advanced practice nursing leadership roles and competencies with a focus on the patient/client and the nurses /nursing spheres of influence. Collaboration and consultation competencies as they relate to client-centred care and interprofessional/intersectoral teams will also be explored.
Pre- or Corequisite(s):
• *NURS 506 and NURS 507; or*
• *permission of the department.*

NURA 517 Units: **1.5**
APL Praxis I
Integration of students' evolving knowledge of Advanced Practice Nursing through practice with a particular population. Students develop a personalized learning plan that focuses on clinical leadership, consultation, collaboration and research competencies. In collaboration with field guides, students engage in a minimum 104 practice hours and develop a project plan for 518.
Pre- or Corequisite(s): *NURA 516 and NURS 508.*
Grading: *INC, COM, N, F.*

NURA 518 Units: **1.5**
APL Praxis II
Continuing integration of Advanced Practice Nursing with a particular population. Students develop a personalized learning plan that focuses on systems leadership and research/evaluation competencies. In collaboration with a field guide, students engage in a minimum of 104 practice hours and complete a practice project that contributes to the scholarship of nursing practice.
Pre- or Corequisite(s): *NURA 516 and NURS 508.*
Grading: *INC, COM, N, F.*

NURA 519 Units: **1.5**
Nursing Leadership II
Exploration of the influences and effects of contemporary leadership practices related to health systems and organizations. The impact of current organizational structures and discourses on the delivery of health care, development of health policy and enactment of advanced practice nursing will be explored.
Pre- or Corequisite(s):
• *NURA 516; or*
• *permission of the program.*

NURP

Nursing Policy and Practice
School of Nursing
Faculty of Human and Social Development
All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. 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, NURA, NUNP and NURS.

NURP 598 Units: **3.0**
Formerly: **597**
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 NURP 598, NURP 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: *INP, 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: *INP, COM, N, F*

NURS

Nursing
School of Nursing
Faculty of Human and Social Development
All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. 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, NUHI, NUNP, NURA, and NURP.

NURS 500 Units: **1.5**
Scholarly Writing for Advanced Practice Nursing
Review of academic writing fundamentals and processes. Students select topics relevant to their program foci and write a summary/critique of scholarly literature, a limited literature review, and an argument paper. Students learn to participate in peer review and revision to improve their writing.

NURS 501 Units: **1.5**
Philosophical and Theoretical Knowledge for APN
Explores how philosophy and theory inform nursing disciplinary development and advanced practice nursing. Particular emphasis is placed on a coherence model of knowledge, offering a framework for diverse approaches to engagement with nursing discourse, philosophical, theoretical, and ethical inquiry.
Note: *Credit will be granted for only one of NURS 501, NURS 506, NURA 511, NURA 512.*

NURS 502A Units: **1.5**
Conceptualizing Research for Advanced Practice Nursing
Prepares students to gain knowledge, and abilities in research including developing a focused inquiry using the research process, integrating philosophical and theoretical underpinnings into research process, generating research questions and coherent arguments to support research, and appreciation of research as integral to advanced practice nursing.
Notes:
• *Credit will be granted for only one of NURS 502A, NURS 507, NURA 512, NURA 513.*
• *Students who have equivalent undergraduate level statistics and research course successfully completed within the past five years may request permission of the department to register in the course.*
Prerequisite(s): *1.5 units of 300- or 400- level STAT course or permission of the school.*

NURS 502B   Units: **1.5**
Developing Empirical Research Knowledge and Skills
Continues to develop knowledge and skills in reading and critiquing empirical research including interpretive and statistical literacy; understanding diverse approaches to knowledge synthesis and models of knowledge translation, developing discernment in methodological decision making; understanding ethical principles and practices for research with a variety of populations.
Notes:
• Credit will be granted for only one of NURS 502B, NURS 508, NURA 515.
• Students who have equivalent undergraduate level statistics and research course successfully completed within the past five years may request permission of the department to register in the course.
Prerequisite(s):
• NURS 502A; and
• 1.5 units of 300- or 400- level STAT course; or
• permission of the school.

NURS 503   Units: **1.5**
Qualitative Approaches to Research in Nursing
Nursing phenomena are considered through a range of qualitative research approaches. Central to this process is an exploration of interrelationships between and among philosophical tenets and the construction of research questions, selection of methods, and theoretical influences on data interpretation and analysis for a range of qualitative approaches to research.
Prerequisite(s):
• NURS 508; or
• permission of the school.

NURS 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.
Prerequisite(s):
• NURS 508; or
• permission of the school.

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 NURS 506, NURA 511, NURA 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 NURS 507, NURA 512, NURA 513.
Prerequisite(s): NURS 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 NURS 508, NURA 515.
Prerequisite(s): NURS 506.

NURS 509   Units: **1.5**
Evaluation of Health Care
Exploration of concepts, theories and strategies for evaluating nursing care and health programs/services as applied to a range of health care settings.
Prerequisite(s):
• NURS 508 and NURA 516; or
• permission of the school.

NURS 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. A brief introduction to structural equation modelling and psychometric methods may be offered.
Prerequisite(s):
• NURS 425; or
• permission of the school.

NURS 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.
Note: Credit will be granted for only one of NURS 514, NURA 514.

NURS 549   Units: **1.5**
Health Services Research
This course introduces nurses to health services research and examines the contributions that nurses make to this field of inquiry and to the health care system. Issues of significance for nurses and the knowledge nurses need to understand and engage in nursing health services research are explored. Key concepts such as population health, health care delivery, health policy, quality of care and related research methods will be examined.
Prerequisite(s):
• NURS 508; or
• permission of the school.

NURS 568   Units: **1.5**
Trends and Issues in Advanced Practice Nursing
Students have the opportunity to explore the notion of advanced practice nursing (APN) and 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. Students will consider issues related to the definitions, competencies, legal, and ethical issues related to APN locally, nationally and internationally.
Note: Credit will be granted for only one of NURS 568, NURS 565, NURS 566, NURS 567.
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.
Notes:
• May be taken more than once for credit in different topics with permission of the school.
• Pro Forma required.

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 594   Units: **1.5**
Scholarly Inquiry: Integrating Knowledge and Practice
Exploration of how scholarly inquiry and knowledge mobilization can promote evidence-informed nursing practice. Students also explore options for and discuss the process of completing a nursing practice, leadership, or education project.
Note: Credit will be granted for only one of NURS 594, NURS 593.
Grading: INC, COM, N, F.

NURS 596 Units: **1.5**
Nursing Scholarship: Integration & Dissemination
Exploration of creative ways to integrate and disseminate what students have learned from the Master of Nursing program. Students will produce a scholarly paper, present their work, and respond to questions.
Note: *Credit will be granted for only one of NURS 596, NURS 598.*
Grading: *INC, COM, N, F.*

NURS 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 (NURS 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 NURS 598, NURS 596.*
• *The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member and a Chair.*
Grading: *INP, INC, COM, N, F.*

NURS 599 Units: **6.0**
Thesis
Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Practice Project (NURS 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.
Grading: *INP, 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 Corequisite(s):
• *NURS 601; or*
• *permission of the department.*

NURS 604A Units: **1.5**
Formerly: **NURS 604.**
Research Methodology for Nursing and Health Care: Qualitative
Explores assumptions and claims underlying qualitative methodologies that inform research in professional nursing practice and health care.
Notes:
• *Credit will be granted for only one of NURS 604, NURS 604A.*
• *NURS 604A is not a pre- or co-requisite of NURS 604B.*
Prerequisite(s): *NURS 601.*

NURS 604B Units: **1.5**
Formerly: **NURS 604.**
Research Methodology for Nursing and Health Care: Quantitative
This portion of the course will explore assumptions and biases underlying various quantitative methodologies that inform research in professional nursing practice and health care. We will examine quantitative research designs with particular emphasis on their appropriateness for addressing nursing and health problems. Issues specific to the design of nursing health care studies are explored.
Notes:
• *Credit will be granted for only one of NURS 604, NURS 604B.*
• *NURS 604A is not a pre- or co-requisite of NURS 604B.*
Prerequisite(s): *NURS 601.*

NURS 620 Units: **1.5 or 3.0**
Research Internship
Research Internships are arranged with a specific faculty member and may be taken over one or several terms. During the Research Internship, a learner will have hands-on experiences with several aspects of research, for example, the conceptualization of a study, study design, applying for funding, obtaining ethical approval, accessing the field, collecting and analyzing data, writing, and knowledge translation.
Prerequisite(s): *Permission of the school.*
Grading: *INP, 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. This course will take place over two terms.
Grading: *INP, 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: *INP, COM, N, F*

NURS 630 Units: **1.5 or 3.0**
Teaching Internship
Teaching Internships may be arranged with a specific faculty member and may be taken over one or several terms. During the Teaching Internship, a student will engage with several aspects of nursing education, for example, classroom or on-line teaching, educational research initiatives and/or, writing a paper for publication.
Note: *Pro Forma required.*
Prerequisite(s): *Permission of the school.*
Grading: *INP, COM, N, F*

NURS 679 Units: **1.5-4.5**
Doctoral Research Seminar
Based on an understanding of scholarship as a social and communal activity, these seminars provide students from across cohort's opportunities to have conversations about research and scholarly activity, as well as topics relevant to becoming stewards of the discipline. Students decide on the topics to be covered and share responsibility for organizing sessions and arranging speakers.
Note: *Students will be required to take 1.5 units of NURS 679 coursework and can, with permission of their program supervisor, enrol in as many as 4.5 units of NURS 679 coursework. Scheduled over two terms to facilitate student engagement among multiple cohorts.*
Grading: *INP, 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. This research-focused course is available to small groups of interested students and/or individuals by faculty members and/or visiting faculty.
Notes:
• *May be taken more than once for credit in different topics with permission of the school to a maximum of 4.5 units.*
• *Pro Forma required.*
• *Students will be required to take 1.5 units of NURS 680 coursework and can, with permission of their program supervisor, enrol in as many as 4.5 units of NURS 680 coursework.*

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. We encourage students interested in a research topic to register for a NURS 680 course rather than a NURS 690.
Note: *Pro Forma required.*
Prerequisite(s): *Permission of the school.*

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: *INP, 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.

Prerequisite(s): *NURS 693.*
Grading: *INP, COM, N, F*

PAAS

Pacific and Asian Studies
Department of Pacific and Asian Studies
Faculty of Humanities

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 transformations. Focuses on current theory about the nature and scope of globalization, commodification, or modernization, with particular emphasis on the effect of these on local social and cultural practice.

PAAS 501 Units: **1.5**
Cultural, Linguistic and Literary Theories in Asia-Pacific Studies

Offers a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches of Marxism, post-structuralism, semiotics, feminist psychoanalysis, and critical art history, readings will address the often implicit meanings and conceptual boundaries encoded in cultural and artistic products. Explores the consequences of modernization and global vs. local realms, with a focus on the disturbances and complexities they generate in the subjective realm, where they often form the basis of creative expressions.

PAAS 520 Units: **1.5**
Special Topics in Pacific Studies

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.*

PAAS 599 Units: **6.0-9.0**
MA Thesis
Grading: *INP, COM, N, F*

PADR

Public Administration Dispute Resolution
School of Public Administration
Faculty of Human and Social Development

PADR 501 Units: **1.5**
Collaboration and Engagement

The 21st century workplace requires conflict resolution competence and collaborative skills to work effectively in public and non-profit sector environments. Prepares students to anticipate, identify, assess, prevent, mitigate, and manage or resolve conflict. A critical approach to theory and practice is adopted and three distinctive areas of learning are woven together: integral theory and conflict analysis; negotiation; and facilitation.

Prerequisite(s): *Admission to MA program in Dispute Resolution or admission to MPA program (on campus).*

PADR 502 Units: **1.5**
Formerly: **PADR 502A**
Analysis for the Public and Non-Profit Sectors

Provides an intensive introduction to qualitative and quantitative approaches and methods for research, policy analysis, evaluation and other analytical projects in the public and non-profit sectors. Offers students opportunities to learn and apply methodologies for evidence-informed decisions in organizational and inter-organizational settings.

Note: *Credit will be granted for only one of 502, 502A, ADMN 502A, DR 515, CD 505.*

Prerequisite(s): *Admission to MA program in Dispute Resolution or admission to MPA (on campus) program.*

PADR 503 Units: **1.5**
Professional Integrity in the Public and Non-Profit Sectors

Builds professional competencies and reflective practice skills for those working in the public and non-profit sectors. Using a case-based approach, topics include: ethical dilemmas and management of disputes, the issues of personal responsibility and accountability; loyalty to employer; political and professional neutrality and obligations to the public interest; conflict of interest; confidentiality and transparency; and privacy protection. Students study standards of conduct established in both sectors and the philosophical theories which underpin them.

Note: *Credit will be granted for only one of PADR 503, ADMN 422, ADMN 554, DR 512.*

Prerequisite(s): *Admission to MA program in Dispute Resolution or admission to MPA program (on Campus).*

PADR 504 Units: **1.5**
Public Leadership and Management

Introduces theories of leadership and management development and practice. Examines the role of leaders, managers and conflict specialists as agents of positive influence in complex socio-technical systems. Leadership, management and dispute resolution competencies will be introduced and developed in individual, team, organizational, and inter-organizational contexts. Through experiential learning, students will apply concepts to self, others (as team members), leaders and managers.

Note: *Credit will be granted for only one of PADR 504, ADMN 507, DR 511.*

Prerequisite(s): *Admission to MA program in Dispute Resolution or admission to MPA program (on Campus).*

PADR 505 Units: **1.5**
Policy-making and Policy Communities

Students learn about the public policy-making process and develop skills in the art and craft of policy analysis. Introduces key concepts and theories and then builds skills and knowledge with information-gathering exercises, case studies, and preparation and presentation of decision briefs. Students review policy-making in a broad context, pulling together evidence and different analytical lenses for a variety of organizations and identify and recommend strategies and develop workable implementation and communication plans.

Note: *Credit will be granted for only one of PADR 505, ADMN 556.*

Prerequisite(s): *Admission to MA program in Dispute Resolution or admission to MPA program (on Campus).*

PADR 589 Units: **0** Hours: **1.5**
Formerly: **ADMN 589, 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. Guidance on how to succeed in co-op placements is provided: preparing résumés and covering letters, interviewing, networking, job development, managing diversity. Attendance at this non-credit course is required for all MADR and MPA On Campus students.
Notes:
• Credit will be granted for only one of PADR 589, ADMN 589, DR 589.
• Offered in the Fall academic term only.
Grading: INC, COM, N, F.

PHIL
Philosophy
Department of Philosophy
Faculty of Humanities

PHIL 500 Units: **1.5 or 3.0**
Topics in Philosophy
Note: May be taken more than once for credit in different topics with permission 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 permission of the department.

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 permission 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 permission 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 permission 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 permission 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 permission 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 permission of the department.

PHIL 561 Units: **1.5 or 3.0**
Topics in Philosophy of Language
Note: May be taken more than once for credit in different topics with permission 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 permission of the department.

PHIL 591 Units: **1.5**
Research Methods 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 592 Units: **1.5**
Professional Development Practicum
Students must attend and demonstrate participation in philosophy colloquia, including regular preseminars, throughout the year. Attendance and evidence of participation will be tracked by the Graduate Adviser and Graduate Coordinator.
Grading: COM, N, F.

PHIL 598 Units: **4.5**
Major Research Project
Students must complete a Major Research Project under the guidance of a supervisor and committee member. This project will normally take the form of a journal article-type submission. Normally the Major Research Project will be completed during the Summer Session following the first Winter Session. The Major Research Project is subject to Oral Examination by a committee.
Grading: INP, COM, N, F

PHIL 693 Units: **3.0**
Candidacy Examination
Grading: INP, COM, N, F

PHIL 699 Units: **18.0**
PhD Dissertation
Prerequisite(s): PHIL 693.
Grading: INP, COM, N, F

PHSP
Public Health and Social Policy
School of Public Health and Social Policy
Faculty of Human and Social Development

PHSP 501 Units: **1.5**
Public Health Epidemiology
An applied approach grounded in population-based data. Focuses on the distributions and determinants of health, disease, disability and mortality. Topics include: characteristics and dynamics of health and disease in human populations, including epidemiological strategies in examining the natural history of disease and the impact of disease on the population; population health assessment, surveillance and emerging social epidemiological models that attend to complex models of causation.

PHSP 502 Units: **1.5**
Public Health Biostatistics
Uses an approach grounded in population-based data. Builds upon PHSP 501, and focuses on understanding health inequities across diverse settings and populations using biostatistics and epidemiological data to understand the life course determinants of health. Includes an overview of design and analysis of health-related data collection methods including survey methods. The basic concepts and methods of epidemiological biostatistical analysis are covered.
Prerequisite(s): PHSP 501.

PHSP 503 Units: **1.5**
Public Health Practice I: Population Health and Health Promotion
Contributes to students' theoretical and practical understanding of population health and its determinants as well as diverse constructions of health as a foundation for health promotion. Considers health promotion principles, models and approaches as well as inequalities in health in the context of social justice and cultural safety. Fosters understanding of health and its determinants, health inequalities in Canada and globally, and a more in-depth understanding in at least one area of health promotion.

PHSP 504 Units: **1.5**
Supportive Environments and Healthy Public Policy
Social environmental factors that impact the health of the community. Using a social-ecological model, attends to understanding the integral role of policy in the development of supportive environments. With an emphasis on critical analysis of health policy, students explore the development of healthy public policy in the management of public health concerns.

PHSP 505 Units: **1.5**
Public Health Practice II: Public Health Interventions
Focuses on the range of evidence-informed public health interventions employed in public health practice. Based on the BC Core Public Health Functions Framework, examines strategies used to improve the health of a population including provision of public health prevention and improvement programs, disease and injury prevention, environmental health and health emergency management; strategies for health protection, health promotion, disease surveillance; public health capacity and infrastructure; the impact of public health services on health inequity.

PHSP 506 Units: **1.5**
Public Health Research and Evaluation
Emphasis on evidence-informed practice, and examining community-based research strategies to explicate applied knowledge within the field of public health. Topics include literature synthesis approaches; program evaluation; qualitative research methods; and mixed methods.

PHSP 507 Units: **1.5**
Practicum
All graduate diploma students are required to complete a 225 hour practicum. This planned, supervised and evaluated practicum will usually be completed at the end of the student's program of study. Graduate diploma students who complete the diploma and wish to then complete the Master of Public Health will be required to take PHSP 589.
Prerequisite(s): All of PHSP 501, PHSP 503, PHSP 504.
Corequisite(s): PHSP 508A.
Grading: INP, COM, N, F

PHSP 508A   Units: **1.5**
Formerly: **508**
Culminating Report
As a culmination of the practicum experience all Graduate Diploma students are required to complete a report that demonstrates a synthesis and integration of coursework and other learning experiences in preparation for professional public health practice. Graduate diploma students who complete the diploma and wish to then complete the Master of Public Health will be required to take PHSP 508B.
Prerequisite(s): *All of PHSP 501, PHSP 503, PHSP 504.*
Corequisite(s): *PHSP 507.*
Grading: *INP, COM, N, F*

PHSP 508B   Units: **3.0**
Culminating Report
As a culmination of the practicum experience all Master of Public Health students are required to complete a report that demonstrates a synthesis and integration of coursework and other learning experiences in preparation for professional public health practice.
Notes:
• *Credit will be granted for only one of PHSP 508B, PHSP 590 (if taken in the same topic).*
• *Students who register in PHSP 589 for 1.5 units over two terms may enrol in PHSP 506 concurrently.*
Prerequisite(s): *All of PHSP 501, PHSP 502, PHSP 503, PHSP 504, PHSP 505, PHSP 506.*
Corequisite(s): *PHSP 589.*
Grading: *INP, COM, N, F*

PHSP 540   Units: **1.5**
Knowledge Development in Public Health Nursing
Examines the history of public health nursing focusing on exemplary leaders engaged in creating change in their community. The emergence of nursing knowledge and understanding public health nursing as a synthesis of public health and nursing science is emphasized. Includes a critical examination of the roles of nurses in public health as well as exploring exemplary nurse led community based programs, services and policies related to disease prevention, health promotion and primary health care.

PHSP 541   Units: **1.5**
Social Justice and Public Health Nursing
Emphasis on social justice as a philosophical base for public health nursing. From a critical perspective, students explore and compare theories of social justice. Drawing on personal and professional experience and using case examples, students explore the embodiment of social justice as ethical nursing practice.
Note: *A requirement of this course is a condensed five-day on-campus seminar.*

PHSP 542   Units: **1.5**
Advanced Public Health Nursing Practice
Focuses on leadership and the conceptualization and application of advanced practice in public health nursing. Students engage in a critical analysis of advanced practice nursing as it relates to public health in Canadian and comparative contexts. Professional issues and advanced practice strategies are explored.

PHSP 550   Units: **1.5**
Perspectives in Social Policy and Public Health
Informed by values of social justice, equity and diversity, focuses on a range of theoretical and practical perspectives that critically assess social policy and practice and public health issues in Canada in historical, contemporary and comparative contexts.
Note: *A requirement of this course is a condensed five-day on-campus seminar.*

PHSP 551   Units: **1.5**
Social Values, Ideologies, and Policy Analysis
Addresses how social determinants of health and well-being, including existing patterns of cultural, economic and political relations and resources, impact public policies and practices; and, in turn, how healthy public policy can positively affect social environments and determinants in Canadian communities and society.
Graduate course in the Public Health and Social Policy program administered by the Faculty of Graduate Studies.

PHSP 552   Units: **1.5**
Healthy Public Policy Strategies
Examines an assortment of public health approaches, including policy techniques and plans relating to health promotion, policy analysis and advocacy, capacity building, forming partnerships and collaborations, and strengthening communities. Also considers the importance of healthy public policies for various groups facing health disparities.

PHSP 589   Units: **1.5 or 3.0**
Practicum
All MPH students are required to complete a 450 hour practicum. This planned, supervised and evaluated experience will usually be completed at the end of the student's program of study.
Note: *Students must take a total of 3.0 units of PHSP 589 in their MPH program.*
Students who register in PHSP 589 for 1.5 units over two terms may enrol in PHSP 506 concurrently.
Prerequisite(s): *All of PHSP 501, PHSP 502, PHSP 503, PHSP 504, PHSP 505, PHSP 506.*
Corequisite(s): *PHSP 508B.*
Grading: *INP, COM, N, F*

PHSP 590   Units: **1.5-4.5**
Directed Studies
Comprises individual studies involving directed readings, projects or special studies under the direction of a faculty member. A proposal is developed in consultation with a faculty member and includes a plan for the evaluation of the student's work. The proposal must be approved by the Director or Program Manager before students are allowed to register.
Note: *May be taken more than once for credit in different topics with permission of the program to a maximum of 4.5 units.*

PHSP 591   Units: **1.5**
Special Topics in Public Health Studies
This is a variable content course focusing on specific interests of students and faculty members in the School of Public Health and Social Policy.
Note: *May be taken more than once for credit in different topics with permission of the program.*

PHSP 599   Units: **6.0**
Thesis
Students, working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Culminating Project (PHSP 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.
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 500A   Units: **1.5**
Formerly: **part of 500**
Quantum Mechanics
Topics may include angular momentum and symmetries, perturbation theory, scattering theory, density operators, quantum statistical mechanics.
Note: *Credit will be granted for only one of PHYS 500, PHYS 500A.*

PHYS 501A   Units: **1.5**
Quantum Theory and Quantum Fields
Further topics in quantum theory, and an introduction to quantum field theory focussing on quantum electrodynamics.
Note: *Credit will be granted for only one of PHYS 501A, PHYS 500B, PHYS 600A.*

PHYS 501B   Units: **1.5**
Advanced Quantum Field Theory
Further topics in quantum field theory.
Note: *Credit will be granted for only one of PHYS 501B, PHYS 600B.*

PHYS 502A   Units: **1.5**
Formerly: **half of 502**
Classical Electrodynamics
The classical theory of electrodynamics. Topics may include: electrodynamics as a relativistic field theory; static and retarded potentials; waves and their propagation in dispersive media; radiation and scattering.
Note: *Credit will be granted for only one of PHYS 502A, PHYS 502.*

PHYS 507A   Units: **1.5**
Solid State Physics I
First course on the quantum and classical physics of condensed matter: Electron energy band structure in crystals; ground state and quasiparticle excitations of metals and semiconductors; phonons, photons and the interactions between them.

PHYS 507B   Units: **1.5**
Solid State Physics II
Second course on the quantum and classical physics of condensed matter: Symmetries and group theory of states of matter; optical properties of solids; quantum coherence phenomena; magnetism.

PHYS 508   Units: **1.5**
Topics in Nanophysics
Covers the physics of phenomena occurring on the nanometer length scale. Topics include semiconductor nanostructures and devices, nanomagnetism and spintronics, nanophotonics, and molecular electronics.

PHYS 509   Units: **1.5**
Standard Model Phenomenology
An introduction to the Standard Model of particle physics, including its symmetries and field-theoretic structure. Further topics may include a brief introduction to Lie groups and their applications, spontaneous symmetry breaking, Goldstone's theorem and the Higgs mechanism, aspects of quantum chromodynamics.
Note: *Credit will be granted for only one of PHYS 509, PHYS 506B.*

PHYS 511A   Units: **1.5**
Topics in Nuclear and Particle Physics I
A selection of advanced topics in nuclear and/or particle physics.
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**
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
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 in different topics with permission of the department.*

PHYS 522   Units: **1.5**
Topics in Accelerator Physics
Introduction to particle accelerators. Radio-frequency acceleration. Circular and linear accelerators. Beam dynamics. Beam optics and lattices. Accelerator technology and applications.
Note: *May be taken more than once for credit.*

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
Notes:
• *May be taken more than once for credit.*
• *Pro Forma required.*

PHYS 599   Units: **to be determined**
MSc Thesis
Note: *Normally 6 units.*
Grading: *INP, COM, N, F*

PHYS 693   Units: **3.0**
PhD Candidacy Examination
Students enrol in PHYS 693 during their preparation for the candidacy examination. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed. The candidacy examination is to be completed no later than two years after the student first registers in (or transfers to) the PhD program.
Grading: *INP, COM, N, F*

PHYS 699   Units: **to be determined**
PhD Dissertation
Note: *Normally 30 units.*
Corequisite(s): *PHYS 693.*
Grading: *INP, COM, N, F*

POLI

Political Science
Department of Political Science
Faculty of Social Sciences

POLI 505   Units: **1.5**
Problems of Political Analysis
An examination of theoretical viewpoints in the study of politics.

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 514   Units: **1.5**
Politics of the European Union
An examination of key issues and debates in the study of the politics of the European Union. It will involve a survey of the major literature in the field of European politics.
Note: *Credit will be granted for only one of POLI 514, POLI 533 (if taken in the same topic).*

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 department.*

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
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

POLI 590A Units: **1.5 or 3.0**
Political Theory
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590B Units: **1.5 or 3.0**
Political Theory
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590C Units: **1.5 or 3.0**
Comparative Politics
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590D Units: **1.5 or 3.0**
Comparative Politics
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590G Units: **1.5 or 3.0**
Contemporary Themes and Issues
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590H Units: **1.5 or 3.0**
Contemporary Themes and Issues
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590J Units: **1.5 or 3.0**
International Relations
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590K Units: **1.5 or 3.0**
International Relations
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590N Units: **1.5 or 3.0**
Canadian Federal and Provincial Politics
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

POLI 590P Units: **1.5 or 3.0**
Canadian Federal and Provincial Politics
Note: *Credit will be granted for only two of POLI 590A, POLI 590B, POLI 590C, POLI 590D, POLI 590G, POLI 590H, POLI 590J, POLI 590K, POLI 590N, POLI 590P.*

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 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. Intended for doctoral candidates preparing for a comprehensive examination in the field.
Note: *Credit will be granted for only one of POLI 607, POLI 507, ADMN 605.*

POLI 608 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. Intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 609 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. Intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 610 Units: **1.5**
Also: **ADMN 604**
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.
Note: *Credit will be granted for only one of POLI 610, ADMN 604.*

POLI 614 Units: **1.5**
Politics of the European Union
An examination of key issues and debates in the study of the politics of the European Union. It will involve a survey of the major literature in the field of European politics.
Note: *Credit will be granted for only one of POLI 614, POLI 633 (if taken in the same topic).*

POLI 616 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. Intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 633 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 in different topics with permission of the department.*

POLI 640 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. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 690 Units: **1.5 or 3.0**
Directed Readings
690A and 690B Political Theory.690C and 690D Comparative Politics.690G and 690H Contemporary Themes and Issues.690J and 690K International Relations.690N and 690P Canadian Federal and Provincial Politics.

POLI 693   Units: **3.0**
PhD Candidacy Examinations
Students enrol in POLI 693 for the duration of their preparation or their two 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*

POLI 699   Units: **30.0**
Dissertation
Grading: *INP, COM, N, F*

PSYC

Psychology
Department of Psychology
Faculty of Social Sciences

PSYC 500   Units: **1.5**
Professional Development
Covers issues important to the academic and career success of graduate students in psychology. Topics include prerequisites to finding a job, preparing a curriculum vitae, the publication and review process, making presentations, obtaining grants, university policies (e.g., criteria and processes for tenure decisions), balancing family and career, and ethical issues in psychology.
Grading: *INC, COM, N, 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.
Note: *May be taken more than once for credit in different topics with permission of the department to a maximum of 6 units.*
Grading: *INP, COM, N, F*

PSYC 502   Units: **1.5-4.5**
Research Apprenticeship
Notes:
• *May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.*
• *Pro Forma required.*
• *The student must consult with the instructor about the area of study prior to registration.*

PSYC 503   Units: **4.0**
Practicum in Clinical Psychology
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
Grading: *INP, COM, N, F*

PSYC 504   Units: **1.5-6.0**
Individual Study
Notes:
• *May be taken more than once for credit in different topics with permission of the department to a maximum of 6 units.*
• *The student must consult with the instructor about the area of study prior to registration.*
Prerequisite(s): *Permission of the department.*

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.
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
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 in different topics.*
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
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 PSYC 506B, PSYC 506.*
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
Grading: *INP, COM, N, F*

PSYC 507   Units: **1.5**
Personality
Notes:
• *May be taken more than once for credit in different topics with permission of the department to a maximum of 6 units.*
• *The specific content area will be designated prior to registration.*

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.
Notes:
• *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.*
Prerequisite(s): *Permission of the department.*
Grading: *INP, COM, N, F*

PSYC 513   Units: **1.5 - 6.0**
Quantitative Analysis
Topical seminars on specialized issues related to quantitative analysis.
Notes:
• *May be taken more than once for credit in different topics with permission of the department to a maximum of 6 units.*
• *The specific content area will be designated prior to registration.*

PSYC 517   Units: **1.5**
Research Methods in Psychology
Notes:
• *May be taken more than once for credit in different topics with permission of the department to a maximum of 6 units.*
• *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.

PSYC 520   Units: **1.5**
Survey of Social Psychology
In-depth examination of state-of-the-science theories and research in social psychology. Social thinking and social behaviour are explored through the study of individual processes (e.g., social cognition, motivation), interpersonal processes (e.g., social influence, helping, intimacy), and societal processes (e.g., group dynamics, intergroup relations, cultural and environmental influences). Emphasis is placed on the more recent advancements in social psychology and on the research interests and expertise of the instructor.

PSYC 521   Units: **1.5**
Human Motivation
Seminar review of theory and research examining human motivation. Special topics include goals, intrinsic and extrinsic motivation, social and achievement motivation, self-efficacy, self-regulation, unconscious motivation, and growth motivation. Emphasis is placed on the social and cognitive perspective on motivation.

PSYC 522   Units: **1.5**
Cultural Psychology

Seminar review of theory and research on cultural influences on basic psychological processes. Special topics include culture and the self, culture and social cognition, and cultural influences on psychological well-being. Attention is also paid to culturally appropriate research methods and statistics.

PSYC 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 530   Units: **1.5**
The Social Self

Seminar review of theory and research examining current social psychological research and theory on the self. Special topics include self-concept, self-esteem, motivation and the self, and the self in close relationships. Emphasis is placed on the more recent advancement in social and personality psychology of the self.

PSYC 531   Units: **1.5**
Environmental Psychology

Seminar review of theory and research in environmental psychology. The topics may include sustainability-related behaviour, social design of buildings, human behaviour as it is related to built and natural environments, environmental perception and cognition, and person-environment transactions in nature, residences, neighbourhoods, schools, workplaces, retail stores, and public spaces.

PSYC 532   Units: **1.5**
General Linear Model - Univariate

Presents a model-comparison approach to the analysis of a single dependent variable. Topics include simple and multiple regression involving continuous independent variables, categorical independent variables (ANOVA designs), and mixtures of the two (covariance analysis). Also covered will be logistic regression, data screening and outlier detection, testing of model assumptions, data transformation, and repeated measures models.

PSYC 533   Units: **1.5**
General Linear Model - Multivariate

Topics generally include multivariate multiple regression, principle component and factor analysis, canonical correlation analysis, multivariate analysis of variance, discriminant function analysis and logistic regression.

Prerequisite(s): *PSYC 532.*

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 537   Units: **1.5**
Multilevel Modeling

Provides an introduction to concepts and practical application of multilevel models for nested data structures, including experimental and longitudinal data.

Prerequisite(s): *PSYC 532.*

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.

Note: *Students who have completed an equivalent undergraduate human neuropsychology course may request permission to register in the course.*

Prerequisite(s):
• *PSYC 315; or*
• *permission of the program.*

PSYC 541   Units: **1.5**
Formerly: **541/544**
Research Design and Methods in Neuropsychology

Seminar on research methods and designs in studying brain/behaviour relationships, the strengths and limitations of various methods, and the populations and research questions for which they are used.

PSYC 543   Units: **1.5**
Formerly: **535B**
Behavioural Neuroanatomy

Introduction to human neuroanatomy, neurophysiology and neurochemistry, with an emphasis on relationships between structure, function and behaviour.

Prerequisite(s): *Permission of the department.*

PSYC 545   Units: **1.5**
Neuropsychological Assessment

In depth examination of general approaches and models for neuropsychological assessment. This includes evaluation of multiple areas of cognitive functioning, including attention, memory, executive functions, language, perceptual skills and motor abilities. Test interpretation, case analysis, and report writing skills will also be emphasized.

Prerequisite(s):
• *PSYC 584; and*
• *admission to a graduate program in Clinical Psychology.*

Corequisite(s): *PSYC 506B.*

PSYC 546A   Units: **1.5**
Advanced Neuropsychology: Children and Adolescents

In depth examination of typical neurodevelopment and associated acquired and neurodevelopmental disorders of children and adolescents, including a discussion of cognitive and behavioural profiles and techniques of neuropsychological assessment.

Prerequisite(s):
• *All of PSYC 506B, PSYC 540, PSYC 545, PSYC 584; and*
• *admission to a doctoral program in Clinical Psychology; and*
• *permission of the department.*

Grading: *INC, COM, N, F.*

PSYC 546B   Units: **1.5**
Advanced Neuropsychology: Adults

In depth examination of typical neurodevelopment and associated acquired and neurodegenerative disorders of adults, including a discussion of cognitive and behavioural profiles and the techniques of neuropsychological assessment.

Prerequisite(s):
• *All of PSYC 506B, PSYC 540, PSYC 545, PSYC 584; and*
• *admission to a doctoral program in Clinical Psychology; and*
• *permission of the department.*

Grading: *INC, COM, N, F.*

PSYC 547   Units: **1.5**
Formerly: **535D**
Neuropsychological Intervention in Adults

Introduction to theory and techniques associated with management of neurological disorders. Topics include the relationship between impairment, disability, and handicap, current techniques in cognitive rehabilitation, and interventions with individuals and families.

Prerequisite(s): *Permission of the department.*

Grading: *INC, COM, N, F.*

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 549   Units: **1.5**
Neuropsychological Intervention in Children and Adolescents

Introduction to theory, methods and techniques associated with management of neurological, neuropsychological and learning disorders in children and adolescents. Topics include the relationship among impairment, disability, and functional status, with current empirically-based approaches for remediation and/or compensation of cognitive and academic skill deficits. Interventions will focus on individual children and families within both educational and social contexts.

Note: *Enrolment may be limited.*

Prerequisite(s):
• *Admission to a doctoral program; and*
• *permission of the department.*

Grading: *INC, COM, N, F.*

PSYC 550 Units: **1.5**
Formerly: **512A**
Physiological Psychology: Introduction
Seminar discussing selected topics concerning fundamental neurobiological processes underlying behaviour, including synaptic transmission, motor and sensory activity, motivation, neural plasticity, and theories of neural organization.

PSYC 551 Units: **1.5**
Neuropsychopharmacology
Seminar discussing the neurochemical bases of brain function and of the effects of psychoactive drugs, with emphasis on the role played by chemical neurotransmitters and the system of neurons that releases them.

PSYC 560 Units: **1.5**
Formerly: **part of 561**
Research Methods in Lifespan Psychology
A critical examination of research designs and analytical approaches for understanding developmental and aging-related change and variation. Includes cross-sectional, longitudinal, sequential, experimental, and qualitative approaches.

PSYC 561 Units: **1.5**
Formerly: **560B**
History and Theories in Lifespan Psychology
Seminar review of major classical and contemporary theoretical perspectives and their implications for the study of psychological development across the lifespan. Emphasis on differences among theoretical perspectives with respect to central developmental issues such as concepts of change, sources of development, and the universality of developmental laws and findings.

PSYC 562 Units: **1.5**
Formerly: **560C**
Infancy and Childhood
Seminar review of theory and research examining psychological development from infancy through childhood. Special topics include personality/temperament, attachment, parent-child relations, and socialization process. Emphasis is placed on the role of the context in individual development.

PSYC 563 Units: **1.5**
Formerly: **560D**
Adult Development and Aging
Seminar review of theory and research examining psychological processes during adulthood and aging. Specific topics include memory, intelligence, problem solving, personality, social processes, and mental health. Attention is also given to the biological and sociocultural contexts of these developments.

PSYC 564 Units: **1.5**
Formerly: **561A**
Advanced Analysis of Change and Variation
The emphasis is the general linear mixed model for repeated measurements and other nested data structures. Both multilevel and structural equation models will be examined and applied to longitudinal data. Special topics include time invariant and time-varying covariates, evaluation of alternative time structures, change in factor-level outcomes and analysis of intensive repeated measures designs.
Note: *May be taken more than once for credit in different topics with permission of the department to a maximum of 3 units.*
Prerequisite(s):
• *PSYC 532 and PSYC 533; or*
• *permission of the department.*

PSYC 565 Units: **1.5**
Formerly: **561B**
Cognitive Development in Adulthood and Aging
Seminar review of theory and research examining gains and losses in various cognitive skills from young adulthood to old age. Traditional experimental, psychometric, and cognitive science approaches are considered. Specific topics include age-related change in memory, intelligence, problem solving, reading skills, as well as practical and social cognition.

PSYC 566 Units: **1.5**
Formerly: **561C**
Personality and Adjustment in Adulthood and Aging
Seminar review of theory and research examining personality change, stress, coping, and adjustment across the adult lifespan. Specific topics include the cases for and against personality change, personality as a mediator of other behaviour, stress, coping, life events, and mental health in adulthood.

PSYC 567 Units: **1.5**
Dysfunctional Development in Adulthood and Aging
Seminar review of theory and research examining dysfunctional and pathological processes in later life. Specific topics include dementia, depression, personality disorders, alcoholism and other addictions and suicide. Attention will be given to issues of etiology, diagnosis, treatment, and impact on caregivers.

PSYC 568 Units: **1.5**
Adolescence
Seminar review of theory and research examining psychological processes during adolescence. Specific topics include pubertal maturation, parent-adolescent relations, gender roles, sexuality, and problem behaviour. Attention will be given to the role of the context (e.g., family, school) in adolescent development.

PSYC 569 Units: **1.5**
Formerly: **562**
Special Topics in Lifespan Development
Topical seminars on specialized issues related to lifespan development and aging.
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 570 Units: **1.5 or 3.0**
Also: **LING 570**
Psycholinguistics
A seminar offered in collaboration with the department of Linguistics. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

PSYC 571 Units: **1.5 or 3.0**
Also: **LING 571**
Developmental Psycholinguistics
A seminar offered in collaboration with the department of Linguistics. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn-taking, questioning and answering, and politeness and negotiation in speech acts.

PSYC 574A Units: **1.5**
Cognitive Methods: Electroencephalography and Event-related Brain Potentials
An intensive, hands-on introduction to the basics of collecting and analyzing event-related brain potential (ERP) data.
Notes:
• *Credit will be granted for only one of PSYC 574A, PSYC 574 (if taken in the same topic), PSYC 576C (if taken in the same topic).*
• *Enrolment is limited to 5 students.*
Prerequisite(s): *Permission of the department.*

PSYC 574B Units: **1.5**
Cognitive Methods: Functional Magnetic Resonance Imaging
Introduction to theory and methods of functional magnetic resonance imaging (fMRI) for the study of mind and brain using lectures, discussions and hands-on lab exercises. Includes underlying physics and physiology, experimental design, data collection and preprocessing, statistical analysis, and various advanced methods.
Note: *Credit will be granted for only one of PSYC 574B, PSYC 579 (if taken in the same topic).*

PSYC 574C Units: **1.5**
Cognitive Methods: Computational Modelling
Exploration of methods of computational modelling of cognitive processes. Methods covered may include mathematical models, symbolic models, and neural network models. Theoretical foundations, procedures for fitting models, and applications to cognitive psychology and cognitive neuroscience will be considered.
Note: *Credit will be granted for only one of PSYC 574C, PSYC 576B (if taken in the same topic).*

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 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: Cognitive Control
Exploration of selected theories and research in cognitive psychology and/or the cognitive neuroscience of cognitive control. One or more major topics within the domain of cognitive control (e.g. working memory, attention, error detection, conflict monitoring, response inhibition, and/or decision making) will be studied in depth.
Note: *May be taken more than once for credit in different topics with permission of department to a maximum of 6 units.*

PSYC 576E   Units: **1.5**
Cognitive Processes: Visual Perception
Exploration of current theories and research on selected aspects of visual perception. One or more major topics (e.g., object recognition, Gestalt perception, neuropsychology of visual perception) will be studied in depth.
Notes:
• *Credit will be granted for only one of PSYC 576E, PSYC 511 (if taken in the same topic).*
• *May be taken more than once for credit in different topics with permission of department 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.*
Prerequisite(s):
• *Admission to a graduate program in Cognitive Psychology; 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.
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*

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.
Prerequisite(s):
• *PSYC 581; and*
• *admission to a graduate program in Clinical Psychology.*

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.
Note: *Enrolment may be limited.*
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*

PSYC 584   Units: **1.5**
Formerly: **524A**
Clinical Assessment: Cognitive Functioning
Introduction to theory and practice in the assessment of cognitive functioning and academic achievement, including test administration, scoring, interpretation, and report writing. Test administration proficiency and individual case study interpretation are required during formal laboratory experiences.
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*
Grading: *INC, COM, N, F.*

PSYC 585   Units: **1.5**
Formerly: **524B**
Clinical Assessment: Psychosocial Functioning
Introduction to theory and practice in the psychological assessment of social, emotional and personality functioning.
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*
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.
Note: *Enrolment may be limited.*
Prerequisite(s):
• *PSYC 585; and*
• *admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
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.
Note: *Enrolment may be limited.*
Prerequisite(s):
• *PSYC 585; and*
• *admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
Pre- or Corequisite(s): *PSYC 586A.*
Grading: *INC, COM, N, F.*

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.
Notes:
• *May be taken more than once for credit in different topics to a maximum of 4.5 units.*
• *Enrolment may be limited.*
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
Grading: *INP, COM, N, F*

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.
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*

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.
Note: *Enrolment may be limited.*
Prerequisite(s):
• *PSYC 589; and*
• *admission to a doctoral program in Clinical Psychology; and*
• *permission of the department.*
Corequisite(s): *PSYC 506A.*
Grading: *INP, 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.*
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*

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.
Note: *Enrolment may be limited.*
Prerequisite(s):
• *PSYC 589; and*
• *admission to a doctoral program in Clinical Psychology; and*
• *permission of the department.*
Grading: *INP, 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.*
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*
Grading: *INP, COM, N, F*

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 PSYC 595, PSYC 594 (if taken in the same topic).*
Prerequisite(s):
• *PSYC 589; and*
• *admission to a doctoral program in Clinical Psychology.*
Grading: *INP, 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 PSYC 596, PSYC 594 (if taken in the same topic).*
Prerequisite(s):
• *PSYC 589; and*
• *admission to a doctoral program in Clinical Psychology.*
Grading: *INP, COM, N, F*

PSYC 597   Units: **1.5**
Clinical Psychology Colloquium
Weekly colloquium through the Winter session, involving faculty and graduate students in the Clinical Psychology Program. Colloquium participants take turns hosting the meeting, typically presenting on current clinical practice issues, cases, or research.
Note: *May be taken more than once for credit to a maximum of 7.5 units.*
Prerequisite(s): *Admission to a graduate program in Clinical Psychology.*
Grading: *INP, COM, N, F*

PSYC 599   Units: **3.0-6.0**
Thesis
Grading: *INP, COM, N, F*

PSYC 602   Units: **1.0-6.0**
Independent Research
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
• *The student must consult with the instructor about the area of study prior to registration.*
  A maximum of 6 units of 602 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.
Prerequisite(s): *Permission of the department.*

PSYC 603   Units: **4.0**
Advanced Clinical Practicum
Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisite(s):
• *Admission to a graduate program in Clinical Psychology; and*
• *permission of the department.*
Grading: *INP, COM, N, F*

PSYC 604   Units: **1.5-6.0**
Individual Study
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*
• *The student must consult with the instructor about the area of study prior to registration.*
  A maximum of 6 units of 604 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.
Prerequisite(s): *Permission of the department.*

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 required.*
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.
Note: *Students who have completed a clinical course sequence may request permission to register in the course.*
Prerequisite(s): *Permission of the department.*
Grading: *INP, 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.
Notes:
• *May be taken more than once for credit in different topics.*
• *The content must differ from but may be related to 699.*
Prerequisite(s): *Permission of the department.*
Grading: *INP, 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. Students have 36 months from the time of first registration in the doctoral program to complete the exams. Students registered in 699 must also be registered in 693 concurrently until 693 is complete.
Grading: *INP, COM, N, F*

PSYC 699   Units: **15.0-30.0**
PhD Dissertation
Pre- or Corequisite(s): *PSYC 693.*
Grading: *INP, 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.
Prerequisite(s):
• *SDH 500A; or*
• *permission of the program.*

SDH 501A   Units: **1.5**
Social Dimensions of Health Colloquium I
The SDH colloquium series exposes students to a wide range of conceptual and substantive issues that 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.
Grading: *INP, COM, N, F*

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.
Prerequisite(s):
• *SDH 501A; or*
• *permission of the program.*
Grading: *INP, COM, N, F*

SDH 590   Units: **1.5**
Directed Studies
Notes:
• *May be taken more than once for credit in different topics with the permission of the program.*
• *Pro Forma required.*

SDH 599   Units: **6.0**
Thesis
Grading: *INP, COM, N, F*

SDH 600A   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 600B   Units: **1.5**
Fundamentals of Health Research II
A continuation of 600A, 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.
Prerequisite(s):
• *SDH 600A; or*
• *permission of the program.*

SDH 601A   Units: **1.5**
Social Dimensions of Health Colloquium
The SDH colloquium series exposes students to a wide range of conceptual and substantive issues that 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.
Grading: *INP, COM, N, F*

SDH 601B   Units: **1.5**
Social Dimensions of Health Colloquium
A continuation of 601A, a colloquium series that exposes students to a wide range of conceptual and substantive issues that 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.
Prerequisite(s):
• *SDH 601A; or*
• *permission of the program.*
Grading: *INP, COM, N, F*

SDH 690   Units: **1.5**
Directed Studies
Notes:
• *May be taken more than once for credit in different topics with the permission of the program.*
• *Pro Forma required.*

SDH 693   Units: **3.0**
Comprehensive Exam
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.
Grading: *INP, COM, N, F*

SDH 699   Units: **15.0**
Dissertation
Prerequisite(s): *SDH 693.*
Grading: *INP, COM, N, F*

SLST

Slavic Studies
Department of Germanic and Slavic Studies
Faculty of Humanities

SLST 501   Units: **1.5**   Hours: **3-0**
Also: **GMST 501**
Introduction to the Disciplines of Germanic and Slavic Studies
An introduction to the research specialties that make up Germanic and Slavic Studies: literary and cultural studies, film studies, cultural history and second language acquisition. May include sessions on how to write a research grant proposal, do sophisticated library research, prepare a bibliography and write a thesis proposal.
Note: *Credit will be granted for only one of SLST 501, GER 501, GMST 501.*

SLST 502   Units: **1.5**   Hours: **3-0**
Also: **GMST 502**
Theory and Practice
Introduces students to the theories and methodologies that animate the disciplines of Germanic and Slavic studies and may include topics such as professional skills, pedagogy and thesis writing.
Note: *Credit will be granted for only one of SLST 502, GMST 502.*

SLST 503   Units: **1.5**
Also: **GMST 503**
Teaching in the Disciplines of Germanic and Slavic Studies
A practice-based introduction to course design, teaching strategies, methodologies and assessment tools in the teaching areas of Germanic and Slavic Studies.
Note: *Credit will be granted for only one of SLST 503, GMST 503.*

SLST 505   Units: **1.5**
Advanced Russian Language Study
Research topics may include Russian morphology, phonetics, lexicology, and language acquisition.

SLST 511   Units: **1.5**
Studies in Film
A critical analysis and study of films of the 20th and 21st century by Slavic and East European filmmakers.

SLST 521   Units: **1.5**
Studies in Russian Literature and Culture
Examination of literary works and cultural processes in Russian and/or Soviet society.

SLST 522   Units: **1.5**
Studies in Ukrainian Literature and Culture
Examination of literary works and cultural processes in Ukraine.

SLST 531   Units: **1.5**
Studies in Slavic Cultural History
A cultural studies approach to texts, films, performances, media and material objects and spaces in Slavic and East European nations.

SLST 560   Units: **1.5**
Slavic-Canadian Studies
Examination of the culture of Slavic and East European diasporas in Canada, as well as their impact on the creative processes in their home countries.

SLST 570   Units: **1.5**
Also: **GMST 570**
Studies in New Media in Second Language Acquisition
Critical examination of the current research on teaching a foreign language. Focus on learning and teaching outside of the language environment, foreign language learning theories, teaching methodologies and practices.
Note: *Credit will be granted for only one of SLST 570, GMST 570.*

SLST 581   Units: **1.5**
Twentieth-Century Genocides in Eastern Europe
Examines the common and unique features of genocides, ethnic cleansings, and forced population transfers in twentieth-century Eastern Europe including the Ukrainian Famine, the Holocaust, and the Bosnian War.

SLST 590   Units: **1.5**   Hours: **3-0**
Directed Studies in Slavic Studies I
Notes:
• *May be taken more than once for credit to a maximum of 4.5 units.*
• *Pro Forma required.*

SLST 591   Units: **1.5**   Hours: **3-0**
Directed Studies in Slavic Studies II
Notes:
• *May be taken more than once for credit in different topics to a maximum of 4.5 units.*
• *Pro Forma required.*

SLST 599   Units: **6.0-9.0**
Thesis
Grading: *INP, COM, N, F*

SOCI

Sociology
Department of Sociology
Faculty of Social Sciences

SOCI 503   Units: **1.5**
Classical Sociological Theory
An in-depth examination of the original works of Marx, Weber and Durkheim, with a supplemental focus on key themes, predecessors, contemporaries and descendents of the canonical trio in the years up to the 1920s.

SOCI 504   Units: **1.5**
Formerly: **500**
Contemporary Social Theory
Surveys major perspectives in, and critical responses to, contemporary social theory, including such formulations as postmodernism, poststructuralism, post-Marxism, psychoanalysis, and feminism and such theorists as Bauman, Beck, Bourdieu, Fraser, Giddens, Habermas, Hooks and Wallerstein.
Note: *Credit will be granted for only one of SOCI 504, SOCI 500.*

SOCI 507   Units: **1.5**
Statistical Analysis
An introduction to statistical methods for Sociology, including bivariate and multivariate analysis, with an emphasis on an introduction to regression models in the social sciences and on the use of computer statistical software to analyze sociological data. This course is equivalent to and may be taught as SOCI 471.
Note: *Credit will be granted for only one of SOCI 507, SOCI 471, SOCI 371B (if taken prior to May 2011).*

SOCI 508   Units: **1.5**
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 SOCI 508, SOCI 472, SOCI 501.*
Prerequisite(s): *SOCI 507.*

SOCI 510   Units: **1.5**
Categorical Data Analysis
Introduction to statistical methods for analyzing categorical data. The emphasis is on practical applications rather than statistical theories.
Note: *Students who have completed a course equivalent to SOCI 501 may request permission to register in the course.*
Prerequisite(s):
• *SOCI 501; or*
• *permission of the department.*

SOCI 511   Units: **1.5**   Hours: **3-0**
Research Design
Planning sociological inquiry: formulating a problem, relating the problem to existing theory and research, and determining appropriate empirical strategies.

SOCI 515   Units: **1.5**
Qualitative Research Methods
Key issues and methods in the systematic study of the social world through qualitative sociological research. Examination of the relationship between analytical perspective and methodological decisions, methods of gathering data and analysis. Issues of language, representation, politics, social organization and participation.
Note: *Students who have completed a course equivalent to SOCI 374 may request permission to register in the course.*
Prerequisite(s):
• *SOCI 374; or*
• *permission of the department.*

SOCI 520   Units: **1.5**
Formerly: **610**
Selected Topics in Contemporary Sociology
A seminar on topics shaped by the interests of students and instructor. Topics may include current issues in contemporary social theory, environmental sociology, racialization, mass media and social power, feminist theory, the sociology of disability.
Note: *Credit will be granted for only one of SOCI 520, SOCI 610 (if taken in the same topic).*

SOCI 525   Units: **1.5**
Gender, Power and Social Justice
An exploration of the formation and transformation of gender in the contemporary world, drawing on sociological, feminist and other relevant frameworks. Themes may include the relations between gendered discourses, identities and bodies, the political economy of gender, and intersections between gender and other forms of social power.

SOCI 535   Units: **1.5**
Political Sociology
Examines political behaviour, formal politics, non-conventional politics, the state and civil society in contemporary societies. The social bases for political support and contention, including the role of social class and other forms of social cleavage and solidarity, the dimensions and consequences of the distribution of power in contemporary societies, and the political role of various social groups are discussed.

SOCI 545   Units: **1.5**
Sociology of Health
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.
Notes:
• *May be taken more than once for credit in different topics.*
• *Students who have completed a course equivalent to SOCI 445 may request permission to register in the course.*
Prerequisite(s):
• *SOCI 445; or*
• *permission of the department.*
Recommendation(s): *SOCI 285 strongly recommended prior to SOCI 545.*

SOCI 556   Units: **1.5**
Social Inequality
Studies the structure of economic inequality in contemporary societies, from the perspective of theory and research in social mobility, gender inequality, occupational segregation, elite formation, race/ethnic segregation and social class. The role of the welfare state and global capitalist social organization in the distribution of income and the form and extent of poverty across societies are discussed.

SOCI 566   Units: **1.5**
Social Movements
Studies the origins, strategies, ideologies and political implications of social movements in North America, Europe and beyond. Attention is given to ecology, feminist, gay/lesbian, anti-racist, and human rights movements, as well as to the formation of the New Right.

SOCI 585 Units: **1.5**
Seminar on Aging
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.

Note: *Students who have completed a course equivalent to SOCI 385 may request permission to register in the course.*

Prerequisite(s):
• *SOCI 385; or*
• *permission of the department.*

SOCI 590 Units: **1.5**
Directed Studies
Note: *May be taken more than once for credit to a maximum of 3 units.*

SOCI 598 Units: **3.0**
Major Research Paper
A piece of independent research work involving substantial analytical engagement with a defined area of sociology guided by one or more research questions.

Prerequisite(s): *Normally, a student is expected to have completed at least one year of course work prior to registration.*

Grading: *INP, COM, N, F*

SOCI 599 Units: **6.0**
Thesis
Note: *Students who have completed all coursework may request permission to register in the course.*
After 16 months of coursework, the student is required to have an approved proposal on file to maintain registration in SOCI 599.

Grading: *INP, COM, N, F*

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 taken more than once for credit to a maximum 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. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed. Students are expected to complete all required coursework and comprehensive exams within 25 months after entering the PhD program.

Grading: *INP, COM, N, F*

SOCI 699 Units: **21.0**
PhD Dissertation
Prerequisite(s): *SOCI 693.*
Grading: *INP, COM, N, F*

SOCW

Social Work
School of Social Work
Faculty of Human and Social Development

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 SOCW 505, SOCW 525.*
• *Offered as resources permit.*

SOCW 506 Units: **4.5**
Advanced Practicum
A minimum of 450 hours of advanced social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

Prerequisite(s):
• *6 units of coursework (4.5 units of Advanced Program core courses plus 1.5 units of elective); and*
• *admission to MSW Advanced program.*
Grading: *INP, COM, N, F*

SOCW 506A Units: **4.5**
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.

Prerequisite(s):
• *6 units of coursework (4.5 units of Advanced Program core courses plus 1.5 units of elective); and*
• *admission to MSW Advanced program.*
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 SOCW 510, SPP 510, HSD 510.*
Prerequisite(s): *Admission to MSW Advanced program.*

SOCW 511 Units: **1.5**
Contemporary Debates and Ethical Dilemmas in Social Work
Examines and critiques current debates, ideas and discourses relating to social work knowledge and practice, with a specific focus on ethics. Emphasis is placed on postmodern, feminist, anti-racist and Indigenous perspectives as they challenge prevailing assumptions about individualism, meritocracy, professionalism and philanthropy. Specifically looks at the contributions of these perspectives to a critical theorizing of professional practice and ethics.
Note: *Credit will be granted for only one of SOCW 511, SOCW 501, SOCW 518.*

SOCW 512 Units: **1.5**
Knowledge and Inquiry: Re-Theorizing Social Work
Takes as its starting point the idea that responsible and effective professional and scholarly practice begins with a critical examination of how relations of power shape knowledge production. Over the term, assumptions underlying the creation of knowledge and different approaches to knowing authoritatively will be investigated. Questions of 'how we come to know' and 'how we go about asking' are explored through poststructural, postcolonial and critical race lenses.
Note: *Credit will be granted for only one of SOCW 512, SPP 502, HSD 502.*
Prerequisite(s): *Admission to MSW Advanced program.*

SOCW 515 Units: **1.5**
Transnational Social Work
Transnational feminist theorists argue that transnationalism links contemporary notions of nationality, gender, race and class to earlier histories of colonization and present day imperialism. Students examine the practices of the securitized, neo-liberal Canadian welfare state towards transnational communities by: (a) understanding transnational feminist theories, (b) analyzing nation-making and global inequality, (c) reviewing practices of transnational feminist social justice activism, and (d) critiquing international social work in view of all of the above.

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 SOCW 516, SPP 516, HSD 516.*
Prerequisite(s): *Admission to MSW Advanced program.*

SOCW 517 Units: **1.5**
Research Seminar
Focuses on specific methodological, analytical and/or theoretical aspects of research for the thesis or project. Is intended to support graduate students in the thesis or project research and writing that they undertake following the completion of their coursework. Content varies from year to year, depending on students' interests and needs.
Prerequisite(s): *SOCW 516.*
Grading: *INP, COM, N, F*

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.

SOCW 524   Units: **1.5**
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.

SOCW 525   Units: **1.5**
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.

SOCW 526   Units: **1.5**
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.

SOCW 527   Units: **1.5**
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.
Prerequisite(s): *All of SOCW 521, SOCW 522, SOCW 523, SOCW 524.*

SOCW 528   Units: **1.5**
Research Seminar
Provides support to students in the development of their research proposal (thesis or research project) and the conduct of their research.
Prerequisite(s): *SOCW 527.*
Corequisite(s): *One of SOCW 596, SOCW 598, SOCW 599.*

SOCW 531   Units: **1.5**
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.*

SOCW 532   Units: **1.5**
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.*

SOCW 533   Units: **1.5**
Working with Trauma
Current theories and practices regarding the neurobiological, psychophysical 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.
Note: *Credit will be granted for only one of SOCW 533, SOCW 580 (if taken in the same topic).*

SOCW 537   Units: **1.5**
Environmental Justice and Social Work
Environmentalism has gained prominence in social work scholarship and earlier practice models that ignored the physical environment are now critiqued. Students enter with political allegiance to green issues; educators find compatibility between professional practice and views on spirituality, environmental justice, and social service provision. Fears over environmental destruction and a general sense of disconnection from nature are finding traction. Students will explore these themes through the lenses of race, space, and environmental justice.

SOCW 540   Units: **4.5**
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.
Prerequisite(s):
• *SOCW 541; and*
• *3 units of SOCW (Foundation program core) courses.*
Pre- or Corequisite(s): *SOCW 546.*
Grading: *INP, COM, N, F*

SOCW 541   Units: **1.5**
Critical Social Work Practice
Introduces strategies for socially just social work through the exploration of Indigenous, feminist, anti-racist, anti-colonialist and post-structural approaches to practice. The development of critical consciousness (historical, socio-cultural and political influences on professional and personal identities and experiences) is emphasized, and shifting sources and forms of professional power and authority are examined. Specific skills will include interpersonal communication, problem solving, and working in alliance and solidarity in the context of increased inequality and diminished resources.

SOCW 543   Units: **1.5**
Theorizing Social Difference
How do we come to know who we are and how is this knowledge raced, embodied, engendered and embedded in a material context? These questions underpin social work knowledge and practice. Developing an analysis of social difference is a crucial skill for social workers. In this course students will be introduced to the concepts of marginalization and dominance as they play out in (primarily) North American contexts. The course will look at social work theories and knowledge as a departure point from which to explore interdisciplinary theorizations of concepts core to the profession.

SOCW 544   Units: **1.5**
Social Work, the State and Citizenship
Taking the perspective of 'citizenship as social', explores the lived realities and experiences of citizenship as it is configured on the basis of geography, class, race, gender, and other identity locations. Using citizenship theories explores the nature of social inclusion and exclusion that mark citizens' lives in the Canadian Welfare state, examines the emancipatory potential of citizenship-based social work that is grounded in a vision of social justice.

SOCW 545   Units: **1.5**
Networks and Communities
Social work practice within communities and social networks. Definitions of community are explored as experienced and conceptualized from various locations. Critical historical and theoretical analysis and ethical dilemmas posed by various approaches to community work are examined. Students have the opportunity to develop theoretical and practical understandings of anti-oppressive, antiracist and anti-colonial community practice as experiences within their own communities.

SOCW 546   Units: **1.5**
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.

SOCW 547   Units: **1.5**
Historicizing Social Work: Friendly Visits to Social Justice
Critical examination of the constitution of social work practice and theories at different historical and contextual moments and its varying roles in regulating the boundaries between national subjects and 'others'. Students engage in critical/reflective study of social work responses to so-called 'problem populations' in the context of changing political, social, economic, and moral climates and the making of citizenship and nation.

SOCW 548   Units: **1.5**
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.

SOCW 549   Units: **1.5**
Research Foundations
This course reviews foundational concepts and strategies of social work research with a focus on the comprehension, critique and utilization of research in social work practice settings. Students critically reflect on examples of research and examine how power shapes knowledge. Research approaches for conducting ethical, emancipatory and socially just research are examined.

SOCW 550   Units: **1.5**
Social Justice, Social Work and the Law
Explores and critiques theories and critical perspectives on law, the legal system and the legal processes that have an impact on professional social work practice. Students will critically examine the interplay between marginalization, structural inequalities, social work, social justice and the Canadian legal system.

SOCW 551   Units: **1.5**
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.

SOCW 571   Units: **1.5**
MSW Capstone
A culminating educational experience to consolidate learning and demonstrate preparation for advanced social work practice. Students will integrate, articulate, and evaluate learning from the courses and practica in the MSW program within the context of their other professional activities and prior academic experiences.
Prerequisite(s): *Completion of all required coursework in the MSW program (excluding SOCW 506 or SOCW 506A).*
Pre- or Corequisite(s): *SOCW 506 or SOCW 506A.*
Grading: *INP, COM, N, F*

SOCW 580   Units: **1.5 or 3.0**
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 in different topics.*
• *Offered as resources permit.*

SOCW 590   Units: **1.5 or 3.0**
Directed Studies
Individual studies under the direct supervision of a social work faculty member. The content, credit value, and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registration.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

SOCW 596   Units: **3.0**
Team Graduating Research Project/Report
Exploration of creative ways to integrate and disseminate what students have learned from the Master of Nursing program. Students will produce a scholarly paper, present their work, and respond to questions.
Prerequisite(s): *6 units of coursework in the MSW Advanced program (including SOCW 516).*
Grading: *INP, COM, N, F*

SOCW 598   Units: **3.0**
Individual Graduating Research Project/Report
Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency.
Prerequisite(s): *6 units of coursework in the MSW Advanced program (including SOCW 516).*
Grading: *INP, COM, N, F*

SOCW 599   Units: **6.0**
Formerly: **HSD 599.**
Thesis
Specialized research on a topic area chosen in consultation with the student's supervisory committee.
Note: *After 16 months of coursework, the student is required to have an approved proposal on file to maintain registration in SOCW 599.*
Prerequisite(s):
• *Completion of all required coursework in the MSW Advanced program (Thesis option); or*
• *permission of the school.*
Grading: *INP, COM, N, F*

SPAN

Spanish
Department of Hispanic and Italian Studies
Faculty of Humanities

SPAN 500   Units: **1.5**
Introduction to Bibliography and Methods of Research

SPAN 502   Units: **1.5**
Core Reading List Course I
Grading: *INP, COM, N, F*

SPAN 503   Units: **1.5**
Also: **ITAL 503**
Core Reading List Course II
Grading: *INP, COM, N, F*

SPAN 505   Units: **1.5**
Also: **ITAL 505**
Medieval Literature
Note: *May be taken more than once for credit in different topics with permission of the department.*

SPAN 507   Units: **1.5**
Also: **ITAL 507**
Renaissance and Baroque Literature
Note: *May be taken more than once for credit in different topics with permission of the department.*

SPAN 511   Units: **1.5**
Peninsular Literature from the 20th Century to the Present
Note: *May be taken more than once for credit in different topics with permission of the department.*

SPAN 512   Units: **1.5**
Formerly: **509 and 517**
Spanish and Latin American Literature of the 19th Century
Notes:
• *Credit will be granted for only one of SPAN 512, SPAN 509, SPAN 517.*
• *May be taken more than once for credit in different topics with permission of the department.*

SPAN 515   Units: **1.5**
Colonial Latin American Literature
Note: *May be taken more than once for credit in different topics with permission of the department.*

SPAN 519   Units: **1.5**
Latin American Literature from the 20th Century to the Present
Note: *May be taken more than once for credit in different topics with permission of the department.*

SPAN 590   Units: **1.5 or 3.0**
Also: **ITAL 590**
Directed Studies

SPAN 598   Units: **3.0**
Master's Essay
Grading: *INP, COM, N, F*

COURSE LISTINGS SPAN

SPAN 599   Units: **6.0**
MA Thesis/Oral
Grading: *INP, COM, N, F*

SPP

Studies in Policy and Practice
Faculty of Human and Social Development

SPP 580   Units: **1.5 or 3.0**
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.*

SPP 590   Units: **1.5 or 3.0**
Directed Studies
Individual studies under the direct supervision of one or more faculty members. The content, credit value, and method of evaluation must be approved by the instructor and the graduate adviser prior to registering in this course.
Notes:
• *May be taken more than once for credit in different topics.*
• *Pro Forma required.*

SPP 598   Units: **3.0**
Extended Essay
An in-depth examination of a topic related to policy and/or practice.
Grading: *INP, COM, N, F*

SPP 599   Units: **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

STAT 552   Units: **1.5**
Applied Stochastic Models

STAT 553   Units: **1.5**
Multivariate Analysis
Multivariate normal distribution; tests on covariance matrices; multivariate analysis of variance; discriminant analysis; classification analysis; cluster analysis; principal component analysis; factor analysis; multivariate regression analysis; canonical correlation; graphical procedures.

STAT 554   Units: **1.5**
Time Series Analysis
Stationary time series; non-stationary time series; transformation; smoothing techniques; autoregressive moving average models; integrated models for non-stationary data; multiplicative seasonal ARIMA models; spectral analysis; linear filters.

STAT 556   Units: **1.5**
Topics in Statistics
Topics include Analysis of Wildlife Populations, Bayesian Statistics, Bioinformatics, Biostatistics, Optimal design, Robust Statistics, Sampling Methods, Statistical Computing.
Note: *May be taken more than once for credit in different topics with permission of the department.*

STAT 558   Units: **1.5**
Design and Analysis of Experiments
Basic principles of experimental design; factorial designs; block designs; fractional factorial designs; response surface designs; nested and split-plot designs; optimal designs; techniques of analysis of variance; fixed effects models; random effects models.

STAT 559   Units: **1.5**
Survival Analysis
Theory and techniques for censored and truncated data; nonparametric estimation of survival and cumulative hazard functions and associated hypothesis tests; semiparametric proportional hazards regression; survival models; regression diagnostics; inference for parametric regression models.

STAT 562   Units: **1.5**
Distribution Free Statistics
Classical distribution free methods: tests based on the binomial distribution, contingency tables, methods based on ranks, statistics of the Kolmogorov-Smirnov type. Computing intensive distribution-free methods: re-sampling methods and empirical likelihood methods.

STAT 563   Units: **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   Units: **1.5**
Generalized Linear Models
Exponential family of distributions and generalized linear models; maximum likelihood estimation and inference; regression diagnostics; logistic regression; nominal and ordinal logistic regression; Poisson regression and log-linear models; clustered and longitudinal data.

STAT 589   Units: **1.5**
Statistics Seminar
Note: *May be taken more than once for credit with permission of the department.*

STAT 598   Units: **3.0**
Master's Project
Grading: *INP, COM, N, F*

STAT 599   Units: **6.0**
Master's Thesis
Grading: *INP, COM, N, F*

STAT 693   Units: **3.0**
Candidacy Examination
Grading: *INP, COM, N, F*

STAT 699   Units: **21.0-30.0**
Dissertation
Corequisite(s): *STAT 693.*
Grading: *INP, COM, N, F*

THEA

Theatre
Department of Theatre
Faculty of Fine Arts

THEA 500   Units: **1.5 or 3.0**
Methods and Materials of Theatre Research

THEA 501   Units: **1.5 or 3.0**
Seminar in History and Criticism of Tragedy

THEA 502   Units: **1.5 or 3.0**
Seminar in History and Criticism of Comedy

THEA 503   Units: **1.5 or 3.0**
Seminar in European Theatre History

THEA 504   Units: **1.5 or 3.0**
Seminar in North American Theatre History

THEA 505   Units: **1.5 or 3.0**
Seminar in Theatrical Styles

THEA 508   Units: **1.5 or 3.0**
Scene Design

THEA 509   Units: **1.5 or 3.0**
Lighting Design

THEA 510   Units: **1.5 or 3.0**
Costume Design

THEA 511   Units: **1.5 or 3.0**
Production

THEA 512   Units: **1.5 or 3.0**
Directing

THEA 513   Units: **1.5 or 3.0**
Seminar in Theatre Aesthetics

THEA 514   Units: **1.5 or 3.0**
Seminar in Design

THEA 515   Units: **1.5 or 3.0**
Seminar in Directing

THEA 516   Units: **1.5 or 3.0**
Seminar in Theatre History

THEA 520   Units: **1.5 or 3.0**
Advanced Problems in Scene Design

THEA 521   Units: **1.5 or 3.0**
Advanced Problems in Lighting Design

THEA 522   Units: **1.5 or 3.0**
Advanced Problems in Costume Design

THEA 523   Units: **1.5 or 3.0**
Advanced Problems in Directing

THEA 524   Units: **6.0**
MFA Practicum
Grading: *INP, COM, N, F*

THEA 535 Units: **1.5**
Research Methods in Applied Theatre
Introduces different methodological approaches to researching and interpreting applied theatre practice, including qualitative and quantitative methods of theatre action research, ethnography and practice as research. Allows first-hand experience of conducting a theatre-based project and/or performance that targets a specific community.

THEA 590 Units: **1.5 or 3.0**
Directed Studies
Note: *May be taken more than once for credit in different topics with permission of the department.*

THEA 598 Units: **4.5**
MA Essay
Grading: *INP, COM, N, F*

THEA 599 Units: **6.0**
MA Thesis
Grading: *INP, COM, N, F*

THEA 690 Units: **1.5-6.0**
Directed Studies
Note: *May be taken more than once for credit with permission of the department.*
Prerequisite(s): *Permission of the department.*

THEA 693 Units: **3.0**
Dissertation Proposal/Candidacy Exam
Grading: *INP, COM, N, F*

THEA 699 Units: **30.0**
Dissertation
Prerequisite(s): *THEA 693.*
Grading: *INP, COM, N, F*

WRIT

Writing
Department of Writing
Faculty of Fine Arts

WRIT 500 Units: **1.5**
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 taken more than once for credit in different topics to a maximum of 4.5 units.*

WRIT 501 Units: **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: WRIT 509 Units: **1.5**
Instructional Skill Preparation
A seminar which focuses on pedagogy and teacher training in creative writing.

WRIT 590 Units: **1.5**
Directed Studies in Instructional Skills Preparation
A course which focuses on teacher training in creative writing.

WRIT 591 Units: **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 598 Units: **9.0**
Major Writing Portfolio
The creation of an original creative writing portfolio in one of the following genres: poetry (30-50 pages), creative nonfiction (60-120 pages), fiction (60-120 pages), a stage play (60-100 pages), a film script (60-90 pages) or a production project with script/manuscript in one of the above genres.
Grading: *INP, COM, N, F*

The University of Victoria

The University of Victoria acknowledges with respect the history, customs and culture of the Coast Salish and Straits Salish peoples on whose traditional lands the university resides.

Ceremonial Furnishings

The Chancellor's chair and ceremonial furnishings used at Convocation are the generous gift of the late Dr. Michael C. Williams. They constitute five magnificent works of art, created through a collaboration among twelve West Coast artists. Roberta Louis, weaver, and Susan Point, carver, both Coast Salish of the Musqueam Band, with artist Glen Tallio (Nuxalk), created the kneeling stool. Carvers Art Thompson (Nuu-chah-nulth), Calvin Hunt (Kwagiulth), Norman Tait (Nisga'a), John Livingston (adopted Kwagiulth), and Don Yeomans (Haida) collaborated with weavers Ann Smith (Tutchone-Tlingit) and Cheryl Samuel (adopted Tlingit) on the Chancellor's chair itself. The Chief Speaker's staff was designed and carved by Kwagiulth artist, Richard Hunt. The kneeling figure mace stand was sculpted by Tom Hunt (Kwagiulth). The raven lectern is also the work of John Livingston. The furnishings were completed in 1994. Their style and imagery draw on the myths and artistic traditions of the Northwest Coast Aboriginal nations, home communities to many University of Victoria students.

University of Victoria Learning Outcomes

Society requires that people with diverse backgrounds come together and work toward resolving complex environmental, ethical, scientific and social problems. In addition to substantive content knowledge in students' specific fields of study, all students at the University of Victoria are encouraged to take advantage of opportunities they will be given to achieve the following learning outcomes.

Intellectual, academic and practical skills in:

- Inquiry, analysis, and problem solving
- Critical, innovative, and creative thinking
- Effective written, visual, and oral communication
- Numerical literacy
- Critical evaluation of qualitative and quantitative information
- Critical management of information, including in digital environments
- Collaboration and the ability to work in teams

Personal and social responsibility capacities:

- Informed civic engagement and understanding – from local to global
- Intercultural knowledge and sensitivity
- Ethical and professional reasoning and action
- Life-long learning

These outcomes are achieved through:

- Academic and co-curricular programs of the highest quality
- Integration of research and teaching across the curriculum
- Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance
- Opportunities for research, experiential, and work-integrated learning
- Active engagement with diverse communities, societal issues and meaningful intellectual challenges

Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.

Historical Outline

The University of Victoria came into being on July 1, 1963, but it had enjoyed a prior tradition as Victoria College of sixty years distinguished teaching at the university level. This sixty years of history may be viewed conveniently in three distinct stages.

Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first- and second-year McGill courses in Arts and Science. Administered locally by the Victoria School Board, the College was an adjunct to Victoria High School and shared its facilities. Both institutions were under the direction of a single Principal: E.B. Paul, 1903-1908; and S.J. Willis, 1908-1915. The opening in 1915 of the University of British Columbia, established by Act of Legislature in 1908, obliged the College to suspend operations in higher education in Victoria.

In 1920, as a result of local demands, Victoria College began the second stage of its development, reborn in affiliation with the University of British Columbia. Though still administered by the Victoria School Board, the College was now completely separated from Victoria High School, moving in 1921 into the magnificent Dunsmuir mansion known as Craigdarroch. Here, under Principals E.B. Paul and P.H. Elliott, Victoria College built a reputation over the next two decades for thorough and scholarly instruction in first- and second-year Arts and Science.

The final stage, between the years 1945 and 1963, saw the transition from two year college to university, under Principals J.M. Ewing and W.H. Hickman. During this period, the College was governed by the Victoria College Council, representative of the parent University of British Columbia, the Greater Victoria School Board, and the provincial Department of Education. Physical changes were many. In 1946 the College was forced by postwar 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 October 7, 2016.

Chancellor

Shelagh Rogers, OC, BA

President and Vice-Chancellor

Jamie Cassels, QC, BA, LLB, LLM

Vice-President Academic and Provost

Valerie Kuehne, BScN, MEd, MA, PhD

Vice-President Research

David Castle, BA, BSc, MA, PhD

Vice-President Finance and Operations

Gayle Gorrill, BBA, CA, CBV

Vice-President External Relations

Carmen Charette, BSc, BBA

University Secretary

Julia Eastman, BA, MA, PhD

Board of Governors

Ex Officio Members

Chancellor Shelagh Rogers, OC, BA

President and Vice-Chancellor Jamie Cassels, QC, BA, LLB, LLM

Members Appointed by the Lieutenant Governor in Council

Ida Chong, CPA, FCGA

Daphne Corbett, BA

Michael Kennedy, BSc

Lindsay LeBlanc, BCom (Hons.), LLB

Isobel Mackenzie, BA, MBA

Cathy McIntyre, BA, MBA, C. Dir

David Zussman, BA, BSc, PhD

Tracy Redies, BA, MSc

Members Elected by the Faculty Members

Hélène Cazes, BA, MA, DEA, PhD, Agr. (ENS Paris)

Ana Maria Peredo, BA, MA, PhD

Members Elected by the Student Associations

Sara Maya Bhandar

Ben Lukenchuk

Members Elected by and from full-time Employees of the University who are not Faculty Members

Nav Bassi, BSc, MBA, PMP

Secretary

Julia Eastman, BA, MA, PhD, University Secretary

Senate

Ex Officio Members

Chancellor, Shelagh Rogers, OC, BA

President and Vice-Chancellor (Chair), Jamie Cassels, QC, BA, LLB, LLM

Vice-President Academic and Provost, Valerie Kuehne, BScN, MEd, MA, PhD

Vice-President Research, David Castle, BA, BSc, MA, PhD

Dean of Peter B. Gustavson School of Business, Saul Klein, BA, MBA, PhD

Dean of Education, Ralf St. Clair, Dipl, MSc, PhD

Dean of Engineering, Thomas Tiedje, BASc, MSc, PhD, PEng, FRSC

Dean of Continuing Studies, Maureen MacDonald, BA, LLB, MBA, PhD

Dean of Fine Arts, Susan Lewis, BA, BMus, MMus, MFA, PhD

Dean of Graduate Studies, David Capson, BScEng, MEng, PhD, PEng (Vice-Chair)

Dean of Humanities, Christopher Goto-Jones, BA, MA, MPhil, DPhil

Dean of Human and Social Development, Patricia Marck, RN, PhD

Dean of Law, Jeremy Webber, BA, LLB, LLM

Dean of Science, Robert Lipson, BSc, MSc, PhD

Dean of Social Sciences, Catherine Krull, BA, MA, PhD

University Librarian, Jonathan Bengtson, BA, MPhil, MA

Members Elected by the Individual Faculties

Business

Rebecca Grant, BS, MBA, PhD

Brock Smith, BCom, MBA, PhD

Education

Monica Prendergast, BFA, Bed, MA, PhD

John Walsh, BGS, MA, PhD

Engineering

Peter Driessen, BSc, PhD, PEng

Nikolai Dechev, BASc, MASc, PhD, PEng

Fine Arts

Carolyn Butler-Palmer, BA, Dipl. Art History, MS, MA, PhD

Patricia Kostek, BSc, MM

Graduate Studies

Sara Beam, BA, MA, PhD

Charlotte Schallié, BA, MA, PhD

Human and Social Development

Lynda Gagné, BA, MA

Esther Sangster-Gormley, BSN, MS, PhD

Humanities

Jason Colby, BA, MA, PhD

Annalee Lepp, BA, MA, PhD

Law

Gillian Calder, BA, LLB, LLM

Mark Gillen, BComm, MBA, LLB, LLM

Science

Florin Diacu, MMath, PhD

Diana Varela, BSc, MA, Phd

Social Sciences

Doug Baer, BES, MA, PhD

Janni Aragon, BA, MA, MA, PhD

Members Elected by the Faculty Members

Deborah Begoray,BA, MA, PhD

Aaron Devor, BA, MA, PhD

Kathryn Gillis, BSc, PhD

Garry Gray, BA, MA, PhD

Helga Hallgrimsdottir, BA, MA, PhD

Tim Haskett, BA, MA, PhD

Robin Hicks, BSc, PhD

LillAnne Jackson, BSc, MSc, PhD

Leslee Francis Pelton, BSc, MA PhD

Joseph Salem, BM, MA, MA, MPhil, PhD

Rebecca Warburton, BA, MSc, PhD

Victoria Wyatt, BA, MA, MPhil, PhD

Members Elected by the Student Societies

Dheeraj Alamchandani

Alicia Armstrong

Michelle Brown

Zoë-Blue Coates

Andrew Lemieux

Ben Lukenchuk

Samual Maroney

Bernadette Peterson

Brontë Renwick-Shields

Cory Shankman, BSc, MSc

Ann-Bernice Thomas

Susan Timayo

Marie Vance

Members Elected by the Convocation

Rizwan Bashir, BSc

Chandra Beaveridge, BEng, PMP

Lauren Charlton, BA, DipED, Registrar

Peter Liddell, MA, PhD

Additional Members

Bruce Wright, BA, MA, MD, Head, Division of Medical Sciences

John Durno, BA, MLIS, Elected by the Professional Librarians

Alicia Ulysses, BA, MA, Continuing 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

Nancy Wright, BA, MA, MPhil, PhD, Associate Vice-President Academic Planning

Registrar: Nicole Greengoe, MA

Carrie Andersen, LLB, Associate University Secretary

FOUNDATION FOR THE UNIVERSITY OF VICTORIA

Members of the Board

Fiona Hunter, BA, LLB, LLM

Paul Siluch, BSc

Andrew Turner, BComm (Chair)

Duncan Webster, CFA Richard Weech, CA, CFA

Officers

President: Gayle Gorill, BBA, CA, CBV

Treasurer: Murray Griffith, BA, CMA

Secretary: Julia Eastman, BA, MA, PhD

UNIVERSITY OF VICTORIA FOUNDATION

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Robert Miller, CA, BA

Michael Mills, FIA, FCIA

Paul Siluch, BSc

Andrew Turner, BComm

President Jamie Cassels, QC, BA, LLB, LLM (ex officio)

Duncan Webster, CFA

Richard Weech, CA, CFA (Vice-Chair)

Officers

President: Tamas Zsolnay, BA, MBA

Treasurer: Andrew Coward, BComm, CFA

Secretary: Julia Eastman, BA, MA, PhD

Assistant Secretary: Kathy MacDonald, BBA

Faculty and Staff Emeritus and Honorary Degree Recipients

Chancellors Emeritus

Murray Farmer, BA

Ronald Lou-Poy, CM, QC, BCom, LLB, Hon LLD

Norma Mickelson, CM, OBC, BEd, MA, PhD

Presidents Emeritus

David H. Turpin, CM, BSc, PhD, FRSC

David Strong, BSc, MSc, PhD, FRSC

Howard E. Petch, BSc, MSc, PhD, DSc, LLD, FRSC

Faculty, Senior Instructors and Librarians Emeritus and Emerita 2015–2016

John Anderson, BSc, BEd, MEd (Man), PhD (Alta)

Robert Anthony, BA, MA (Man), PhD (Tor)

Gerald Baillargeon, BA, MA (Windsor), PhD (Brit Col)

Frederick Bell, BA, BEd, MEd (Alta), EdD (N Car)

Claire Carlin, BA (San Diego St), MA, PhD (Calif-Santa Barb)

Neena Chappell, BA (Carleton), MA, PhD (McMaster), FRSC

David de Rosenroll, BA, MA, PhD (UVic)

Michelle Fillion, BA (Montreal), BM (McGill), MA, PhD (Cornell)

Lynda Gammon, BA (S Fraser), MFA (York)

Nigel Horspool, BA (Cantab), MSc, PhD (Tor)

Lloyd Howard, BA (Brit Col), MA, PhD (Johns H)

Kimberly Kerns, BA (Colo), PhD (U of Health Sciences/Chic Med School)

Kathlyn Libscomb, BA (Tufts), MA (Chicago), PhD (Chicago)

Warren Magnusson, BA (Man), BPhil, DPhil (Oxford)

Michael McGonigle, MSc 9London School Econ), LLB (Tor), LLM, JSD (Yale)

Pamela Miller, BA (Maryhurst), MSW, PhD "Philosophy" (Indiana), PhD "Social Work" (Ohio)

Carl Mosk, AB (Calif. Berkeley), MS (MIT), PhD (Harvard)

Terry Pearson, BSc, PhD (Brit. Col)

Christopher Pritchet, BSc (Sask), MSc, PhD (Tor)

Louis Ranger, BM (Juilliard)

Jeffrey Reading, BA (Alberta), MSc, PhD (Tor)

Eric Sager, BA, PhD (UBC)

Rita Schreiber, BA (Franklin and Marshall College), MSN (Minnesota), DNS (New York)

Daniel Scott, BA (York), MA, PhD (UVic)

Allan Stichbury, BFA (Alta)

John Tucker, BA, MA (Tor), BLitt (Oxon), PhD (Tor)

James Tully, BA (UBC), PhD (Cambridge)

Nancy Turner, BSc (Hon)(UVic), PhD (UBC)

Lynne Van Luven, BA (Sask), MA, PhD (Alta)

Christine Welsh, BA (Regina)

Honorary Degree Recipients 2015-2016

Baptiste Harry "Skip" Dick, DEd, November 2015

Captain Trevor Greene, DEd, November 2015

Mavis Marie Gillie, LLD, March 2016

Eugene Richard Atleo, DEd, June 2016

Clara Hughes, LLD, June 2016

William J. Mussell, DEd, June 2016

Frank Parnell, LLD, June 2016

Mary J. May Simon, LLD, June 2016

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

Bachelor

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
	-BSEng: pale yellow
	-JD/LLB: blue-purple
Headdress:	standard black cloth mortarboard with black silk tassel

Master

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
	-MPH: pumpkin
	-MBA: burgundy
	-MGB: burgundy with a white band

Headdress:	standard black cloth mortarboard with black silk tassel

Doctor

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

Source: Institutional Planning & Analysis. See <www.inst.uvic.ca> for more information

	2014-15			2015-16			2016-17		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Undergraduate Programs Enrolments									
Peter B. Gustavson School of Business	546	1,091	911	562	1,173	997	614	1,188	n/a
Faculty of Education	438	1,008	898	424	1,097	977	403	1,031	n/a
Faculty of Engineering	1,285	2,242	2,206	1,523	2,443	2,407	1,720	2,703	n/a
Faculty of Fine Arts	222	1,142	1,092	228	1,154	1,093	252	1,125	n/a
Faculty of Human & Social Development	1,159	1,571	1,718	1,113	1,510	1,691	1,169	1,534	n/a
Faculty of Humanities	564	1,986	1,897	497	1,987	1,923	526	2,002	n/a
Faculty of Law	85	364	351	100	358	352	128	382	n/a
Faculty of Science	985	2,969	2,885	983	2,945	2,828	1,066	2,931	n/a
Faculty of Social Sciences	1,982	5,291	5,187	1,985	5,348	5,241	2,054	5,394	n/a
Medical Sciences	97	132	133	104	132	133	78	99	n/a
Total Undergraduate Programs	**7,363**	**17,797**	**17,278**	**7,519**	**18,147**	**17,642**	**8,010**	**18,389**	**n/a**
Graduate Studies Enrolments									
Sardul S. Gill Graduate School of Business	183	184	195	191	228	253	206	260	n/a
Faculty of Education	509	546	506	492	501	478	428	463	n/a
Faculty of Engineering	448	502	500	494	545	530	498	557	n/a
Faculty of Fine Arts	61	106	99	67	106	100	66	105	n/a
Faculty of Human & Social Development	750	902	842	733	885	810	726	785	n/a
Faculty of Humanities	179	224	217	191	239	220	194	241	n/a
Faculty of Law	38	46	39	38	48	43	42	43	n/a
Faculty of Science	326	358	347	330	363	332	308	312	n/a

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Faculty of Social Sciences	395	427	400	357	418	388	354	429	n/a
Interdisciplinary Studies or Unknown	83	103	95	85	95	89	81	92	n/a
Medical Sciences	10	14	15	14	18	19	16	20	n/a
Total Graduate Programs	**2,982**	**3,412**	**3,255**	**2,992**	**3,446**	**3,262**	**2,919**	**3,307**	**n/a**

Students New to UVic (Undergraduate and Graduate)

Origin (Previous Institution Attended)	2014-15			2015-16			2016-17		
	Summer	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**
Alberta	46	424	56	30	473	43	43	518	n/a
British Columbia	194	3,185	467	157	3,091	482	153	2,960	n/a
Manitoba	10	46	10	5	34	8	4	47	n/a
New Brunswick	4	15	2	3	15	3	5	16	n/a
Newfoundland and Labrador	3	9	1	1	13	4	5	14	n/a
Nova Scotia	10	39	7	15	62	7	8	46	n/a
Northwest Territories	0	10	14	0	5	9	0	7	n/a
Ontario	56	278	52	48	276	37	51	293	n/a
Prince Edward Island	1	4	1	1	4	2	0	3	n/a
Quebec	15	68	35	14	90	25	8	43	n/a
Saskatchewan	9	51	4	4	45	11	15	48	n/a
Yukon	0	18	2	0	22	3	0	15	n/a
Unknown	0	0	0	0	1	0	0		n/a
Subtotal Canada	**348**	**4,147**	**651**	**278**	**4,131**	**634**	**292**	**4,010**	**n/a**
Other Countries	67	543	82	71	482	88	37	447	n/a
Unknown	91	669	167	83	587	174	58	481	n/a
Total Students New to UVic	**506**	**5,359**	**900**	**432**	**5,200**	**896**	**387**	**4,938**	**n/a**

Undergraduate Degrees Awarded

	2014-15		2015-16	
	Fall	**Spring**	**Fall**	**Spring**
Bachelor of Arts (BA)	301	971	270	875
Bachelor of Child & Youth Care (BCYC)	44	52	41	51
Bachelor of Commerce (BCOM)	131	86	146	79
Bachelor of Education (BEd)	6	218	3	199
Bachelor of Engineering (BEng)	63	93	72	114
Bachelor of Fine Arts (BFA)	8	90	10	86
Bachelor of Music (BMus)	1	30	4	38
Bachelor of Nursing (BSN)	51	248	56	223
Bachelor of Science (BSc)	152	686	176	652
Bachelor of Social Work (BSW)	47	121	47	129
Bachelor of Software Engineering (BSEng)	8	17	9	11
Juris Doctor (JD)	13	97	28	89
Certificate (CERT)	14	9	6	25
Diploma (DIPL)	44	62	33	43
Professional Specialization Certificate (PSC)	19	66	14	68
Total Undergraduate Degrees Awarded	**902**	**2,846**	**915**	**2,682**

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Graduate Degrees Awarded

	2014-15		2015-16	
	Fall	**Spring**	**Fall**	**Spring**
Master of Applied Science (MASc)	6	16	11	15
Master of Arts (MA)	79	113	85	113
Master of Business Administration (MBA)	3	45	5	39
Master of Education (MEd)	26	104	46	80
Master of Engineering (MEng)	5	8	10	19
Master of Fine Arts (MFA)	1	8	1	10
Master of Global Business	26	17	14	38
Master of Laws (LLM)	1	5	3	0
Master of Music (MMus)	0	8	0	5
Master of Nursing (MN)	20	15	36	6
Master of Public Administration (MPA)	20	33	21	39
Master of Public Health (MPH)	30	5	23	7
Master of Science (MSc)	48	69	53	73
Master of Social Work (MSW)	9	12	18	11
Doctor of Philosophy (PhD)	33	98	42	84
Certificate (CERT)	4	11	5	31
Diploma (DIPL)	1	0	0	0
Professional Specialization Certificate (PSC)	2	3	2	9
Total Graduate Degrees Awarded	**314**	**570**	**375**	**579**

Key Contacts at UVic

EXECUTIVE AND ADMINISTRATIVE OFFICERS

Contact	Fax	Phone
President:		
Prof. Jamie Cassels	250-721-8654	250-721-7002
Chancellor:		
Ms. Shelagh Rogers	250-721-6223	250-721-8103
Chair, Board of Governors:		
Ms. Tracy Redies	250-721-6223	250-721-8105
University Secretary and Secretary, Board of Governors and Senate:		
Dr. Julia Eastman	250-721-6223	250-721-8101
Vice-President Academic and Provost:		
Dr. Valerie Kuehne	250-721-7216	250-721-7626
Vice-President Finance and Operations:		
Ms. Gayle Gorrill	250-721-6677	250-721-7018
Vice-President Research:		
Dr. David Castle	250-472-5477	250-721-7973
Vice-President External Relations:		
Ms. Carmen Charette	250-472-5477	250-472-5474
Associate Vice-President Academic Planning:		
Dr. Nancy Wright	250-721-7216	250-721-7012
Associate Vice-President Faculty Relations and Academic Administration:		
Prof. Mary Anne Waldron	250-721-7216	250-472-4611
Acting Associate Vice-President Research:		
Dr. Oliver Schmidtke	250-472-5477	250-721-7971
Associate Vice-President Research Operations:		
Dr. Rachael Scarth	250-721-8960	250-472-4362
Associate Vice-President Students Affairs:		
Mr. Jim Dunsdon	250-721-6610	250-721-6421
Registrar:		
Ms. Nicole Greengoe	250-721-6225	250-472-4602
Director, Student Recruitment and Global Engagement:		
Ms. Carolyn Russell	250-472-4031	250-721-8951
Acting Director, Equity and Human Rights:		
Dr. Mary Ellen Purkis	50-721-8570	250-721-8488
Director, Office of Indigenous Affairs:		
Ms. Ruth Young	250-472-4952	250-721-6326
Dean of Continuing Studies:		
Dr. Maureen MacDonald	250-721-8774	250-721-8456
University Librarian:		
Mr. Jonathan Bengtson	250-721-8215	250-721-8211

ACADEMIC ADVISING

Contact	Fax	Phone
Humanities, Science and Social Sciences Advising Centre:		
- Dr. Cindy Holder, Associate Dean	250-472-5145	250-721-7567
- Ms. Susan Corner, Director	250-472-5145	250-721-7567
Peter B. Gustavson School of Business		
- BCom Program	250-721-6613	250-472-4728
- MBA Program	250-472-4439	250-721-6058
- PhD Program	250-721-6067	250-721-6060
- MGB Program	250-472-4439	250-472-4140
Faculty of Education		
- BEd Programs	250-472-4641	250-721-7877
- BA and BSc Programs	250-721-6601	250-721-6554
Continuing Studies in Education:		
- Ms. Alison Brophey, Program Coordinator	250-721-6603	250-721-7860
Faculty of Engineering:		
- BEng/BSEng Programs	250-472-5323	250-721-6023
- BSc Programs	250-472-5708	250-472-5757
Fine Arts Advising Centre:		
- Ms. Anne Heinl	250-721-7748	250-472-5165
Graduate Advising: Refer to particular academic department		
Faculty of Law:		
- Ms. Yvonne Lawson, Manager, Academic and Students	250-721-6390	250-721-8153
- Dr. Victor Ramraj		
- Director, Graduate Program	250-721-6390	250-721-8913
Island Medical Program:		
- Ms. Patty Schmidt	250-472-5505	250-472-5527
Faculty of Human and Social Development:		
- Child and Youth Care		
Ms. Kathy Harrison	250-721-7218	250-721-7984
- Health Information Science:		
Dr. Alex Kuo	250-472-4751	250-472-4300
- Indigenous Governance:		
Mr. Taiaiake Alfred	250-472-4724	250-721-6440
- Nursing:		
Mr. Paul Meier	250-721-6231	250-472-4702
- Public Administration:		
Ms. Heather Kirkham	250-721-8849	250-721-8067
- Public Health and Social Policy:		
Ms. Joan Gillie	250-472-4109	250-853-3845
- Social Work:		
Ms. Marian Simmonds	250-721-6228	250-721-8042

STUDENT AFFAIRS

Contact	Fax	Phone
Athletics and Recreation		
Mr. Clint Hamilton, Director	250-721-8956	250-721-6519
Ms. Michelle Peterson, Associate Director		250-721-8412
Athletics:		
Mr. James Keogh, Manager		250-721-8411
Marketing and Engagement:		
Mr. Robert MacKay, Manager		250-721-7590
Recreation:		
Mr. Don Chow, Manager		250-721-8888
Campus Services		
Mr. Jim Forbes, Director		250-721-8310
Bookstore:		
Ms. Katharine Wright, Manager	250-721-8553	250-721-8324
Ms. Jennifer Thompson Associate Manager, Merchandise		250-472-4591
Ms. Leanne Kent, Manager, Finance		250-472-4027
Child Care Services:		

Ms. Kim Ainsworth, Manager		250-721-6656
Computer Store:		250-721-7643
ONECard (Photo I.D.) Office:		
Ms. Marilyn Cossaro, Manager		250-721-8023
Printing Services:		
Mr. Peter Klit, Manager		250-721-8302
University Food Services:		
Mr. David Purcell, Director	250-472-4785	250-472-4777

Office of Indigenous Affairs

Ms. Ruth Young, Director	250-472-4952	250-721-6326
Ms. E. Samantha Etzel, Programs Manager		250-853-3821
Ms. Deb George, Cultural Protocol Liaison		250-472-4106
Ms. Sylvie Cottell and Ms. Jackie LeBlanc, Indigenous Counsellors		250-721-8341
Lou-Ann Neel, Aboriginal Service Plan:		
Project Coordinator		250-472-5605
Indigenous Community Liaison and Outreach:		
Mr. Shane Hartman, Coordinator		250-853-3729
Indigenous Student Support:		
Ms. Crystal Seibold, Coordinator		250-853-3599
LE,NONET:		
Mr. Robert Hancock, Academic Coordinator		250-472-4231
Ms. Lalita Morrison, Experiential Learning Coordinator		250-472-4618

Office of the Registrar

Registrar:		
Ms. Nicole Greengoe	250-721-6225	250-721-8135
Associate Registrar:		
Ms. Laurie Barnas	250-721-6225	250-472-5975
Associate Registrar:		
Ms. Wendy Taylor	250-721-6225	250-472-5546
Curriculum and Calendar:		
Ms. Melody Foreman, Manager	250-721-6225	250-721-8471
Graduate Admissions and Records:		
Ms. Ada Saab, Director	250-472-5420	250-472-5328
Student Awards and Financial Aid:		
Ms. Lori Nolt, Director	250-721-8757	250-721-8425
Registrar Information Systems:		
Mr. Clifton Dildy, Director	250-721-6225	250-472-5633
Student Support Services:		
Ashley de Moscoso, Manager	250-721-6225	250-721-8117
Undergraduate Admissions:		
Ms. Wendy Joyce, Director	250-721-6225	250-721-8136
Undergraduate Records:		
Mr. John Hall, Director	250-721-6225	250-721-8131
Graduation Services:		
Kellee Strom, Administrative Coordinator	250-721-6225	250-472-4623

Student Recruitment and Global Engagement

Ms. Carolyn Russell, Director	250-472-4031	250-721-8951
Mr. Zane Robison, Associate Director Student Recruitment		250-853-3756
Lindsay Neilson, Associate Director Global Engagement		250-472-4101
Ms. Kate Hollefreund, Orientation Coordinator		250-472-4088

Welcome Centre:		
Mr. Bruno Rocca, Manager		250-721-8109

Student Services

Mr. Joel Lynn, Executive Director		250-721-8758
Counselling Services:		
Dr. Rita Knodel, Director	250-472-4025	250-721-8341
Family Centre:		
Dr. Judith Burgess, Director	250-721-6224	250-721-8492
International Student Services:		
Ms. Susan Corner, Director	250-472-5440	250-472-4101
Multifaith Services:		
Dr. Rita Knodel, Director	250-472-5145	250-721-7567
Policy Development and Judicial Affairs:		
Jonathan Derry		250-721-6397
Residence Services:		
Ms. Kathryn MacLeod, Director	250-721-8930	250-472-4866
Services for Students with Disabilities:		
Ms. Laurie Keenan, Manager	250-472-4443	250-472-4947
University Food Services:		
Mr. David Purcell, Director		250-472-4112

UNIVERSITY SERVICES

Contact	Fax	Phone
Accounting Services:		
Mr. Murray Griffith, Executive Director	250-853-3814	250-721-7028
Audiovisual Services:	250-721-8778	250-721-8292
Alumni Relations:		
Mr. Terry Cockerline, Director	250-472-5955	250-721-8963
Special Collections and University Archivist:		
Ms. Lara Wilson	250-721-8215	250-472-4480
Client Technologies:		
Mr. Lance Grant, Manager	250-721-8778	250-721-6399
Computer Assisted Learning Labs:		
Mr. Marc Thomas	250-721-8778	250-472-4282
Computer Help Desk:		
Mr. Marcus Greenshields, Manager:	250-721-8778	250-721-7687
Continuing Studies:		
General Office	250-721-8774	250-472-4747
Co-operative Education Program and Career Services:		
Dr. Norah McRae, Executive Director	250-721-8996	250-721-8811
Data Centre Services:		
Mr. Kim Lewall	250-721-8778	250-721-7650
Development:		
Mr.Tamás Zsolnay, Associate Vice-President:	250-721-8961	250-721-8782
Distance Education:	250-721-8471	250-721-6225
Facilities Management:		
Mr. Ron Proulx, Executive Director:	250-721-8999	250-721-7596
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