The University of Victoria operates under the authority of the University Act (RSBC 1996 c. 468) which provides for a Convocation, Board of Governors, Senate and Faculties. The University Act describes the powers and responsibilities of those bodies, as well as the duties of the officers of the University. Copies of this Act are held in the University Library.

The official academic year begins on May 1. Changes in Calendar regulations normally take effect May 1 each year unless otherwise approved by the Senate. Nevertheless, the University reserves the right to revise or cancel at any time any rule or regulation published in this Calendar or its supplements. The Calendar is published annually in the Spring by the Office of the Registrar, Student Affairs, under authority granted by the Senate of the University.
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2013-2014 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.

2013–2014 Official Academic Year Begins

Summer Session—2013

See Summer Studies Calendar for complete refund and academic drop dates or visit <registrars.uvic.ca/summer/adress/feeddrop.html>

May 2013
1 Wednesday May-August courses begin for all faculties
3 Friday Senate meets
8 Wednesday Last day of course changes in Faculty of Law
20 Monday Victoria Day
23 Thursday Senate Committee on Academic Standards meets to approve convocation lists
24 Friday May courses end

June 2013
3-11 Mon-Tues Congress of the Humanities and Social Sciences. Classes will not be scheduled during Congress.
10-14 Mon-Fri Spring Convocation
12 Wednesday June courses begin
27 Thursday May-June courses end

July 2013
1 Monday Canada Day
1-2 Mon-Tues Reading Break May-August sections only
5 Friday June courses end
8 Monday July and July-August courses begin
29-31 Mon-Wed Supplemental and deferred examinations for Winter Session 2012-2013 (except for Engineering courses)
30 Tuesday July courses end
31 Wednesday August courses begin

August 2013
2 Friday Classes end for Faculty of Law
5 Monday British Columbia Day
6 Tuesday Examinations begin for Faculty of Law
7 Wednesday May-August classes end for all faculties except Faculty of Law
12 Monday May-August examinations begin for all faculties except Faculty of Law
22 Thursday May-August examinations end for all faculties except Faculty of Law, July-August and August courses end

Winter Session—First Term

September 2013
2 Monday Labour Day
3 Tuesday First-year registration and opening assembly for Faculty of Law
4 Wednesday First term classes begin for all faculties
12 Thursday Last day of course changes in Faculty of Law
17 Tuesday Last day for 100% reduction of tuition fees for standard first-term and full-year courses.
20 Friday Last day for adding courses that begin in the first term
30 Monday Last day for paying first-term fees without penalty

October 2013
4 Friday Senate meets
8 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.
14 Monday Thanksgiving Day
23 Wednesday Senate Committee on Academic Standards meets to approve convocation lists
31 Thursday Last day for withdrawing from first-term courses with-out penalty of failure

November 2013
1 Friday Senate meets
11 Monday Remembrance Day
11-13 Mon-Wed Reading Break (except Faculty of Law)

December 2013
1, 12, 13 Tues, Wed Fall Convocation

Winter Session—Second Term

January 2014
1 Wednesday New Year’s Day
6 Monday Second-term classes begin for all faculties
10 Friday Senate meets
16 Thursday Last day for course changes for Faculty of Law
19 Sunday Last day for 100% reduction of second-term fees for standard courses.
22 Wednesday Last day for adding courses that begin in the second term
31 Friday Last day for paying second-term fees without penalty

February 2014
7 Friday Senate meets
9 Sunday Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date.
10 Monday Family Day
10-14 Mon-Fri Reading Break for all faculties
28 Friday Last day for withdrawing from full-year and second-term courses without penalty of failure

March 2014
7 Friday Senate meets

April 2014
4 Friday Senate meets
5 Monday Last day of classes for all faculties except Faculty of Human and Social Development
6 Monday Examinations begin for all faculties except Faculty of Human and Social Development
18 Friday Good Friday
21 Monday Easter Monday
22 Tuesday Examinations end for Faculty of Law
25 Friday Examinations end for all faculties except Faculty of Law, End of Winter Session

2014–2015 Official Academic Year Begins

Summer Session—2014

May 2014
2 Friday Senate meets
5 Monday May-August courses begin for all faculties
12 Monday May and May-June courses begin
17 Tuesday Last day of course changes in Faculty of Law
19 Monday May-August courses begin for all faculties except Faculty of Human and Social Development
20 Tuesday Victoria Day
22 Thursday Senate Committee on Academic Standards meets to approve convocation lists

June 2014
4 Wednesday May courses end
5 Thursday June courses begin
9-13 Mon-Fri Spring Convocation
27 Thursday May-June and June courses end
30 Monday Reading Break May-August sections only

July 2014
1 Tuesday Canada Day
1-2 Mon-Tues Reading Break May-August sections only
3 Thursday July and July-August courses begin
25 Friday July courses end
IMPORTANT DATES

August 2014
1  Friday  May-August courses begin
4  Monday  British Columbia Day
5  Tuesday  May-August examinations begin for all faculties
18  Monday  May-August examinations end for all faculties
20  Wednesday  July-August and August courses end

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 Faculty of Law for more details regarding Summer Session important dates.

4. For non-standard courses see <www.registrar.uvic.ca>.

Summer Session
Credit courses offered in the Summer Session period (May-August) are listed on the Summer Session website at <registrar.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, except as described in any Program Supplement to the Calendar, apply to students taking courses in the Summer Session period.

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

For information, contact:
Coordinator—Curriculum and Calendar
Office of the Registrar, Student Affairs
University Centre
Phone: 250-721-8471; Fax: 250-721-6225
Email: jillc@uvic.ca
Website: <registrar.uvic.ca/summer>
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
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. The Summer Session Guide is published separately (see page 4 for information).

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 <registrar.uvic.ca>. Amendments to the timetable are incorporated into the Web TimeTable, 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.

Student Cards
All students require a current University of Victoria Identification Card. The card is the property of the University and must be presented upon request as proof of identity at University functions and activities. The electronic/digital records of the student card may be used for administrative functions of the University, including but not limited to, examinations, instruction, and campus security. Photo ID cards can be obtained, 24 hours following registration, at the Photo ID Centre, University Centre Lobby.

Limit of the University’s Responsibility
The University of Victoria accepts no responsibility for the interruption or continuance of any class or course of instruction as a result of an act of God, fire, riot, strike or any cause beyond the control of the University of Victoria.

Program Planning
Students are responsible for the completeness and accuracy of their registrations and for determining the requirements of their program at UVic. Please read the Calendar for information about programs and courses. Further information about program regulations or requirements is available from the appropriate faculty advising service or department.

Protection of Privacy and Access to Information
All applicants are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (1992).

Notification of Disclosure of Personal Information to Statistics Canada
Statistics Canada asks all colleges and universities to provide data on students and graduates, including student identification information (student’s name, student ID number, Social Insurance Number [where on file]), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education, and labour force activity. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

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


Schedule of Classes (Timetable)
The schedule of undergraduate classes for the Winter Session is available from the Web TimeTable, 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 curriculum may also be changed, as deemed advisable by the Senate of the University.

General University Policies
Students should check the Calendar entries of individual academic units for any additional or more specific policies.

Policy on Inclusivity and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Accommodation of Religious Observance
The University recognizes its obligation to make reasonable accommodation for students whose observance of holy days might conflict with the academic requirements of a course or program. Students are permitted to absent themselves from classes, seminars or workshops for the purposes of religious or spiritual observance. In the case of compulsory classes or course events, students will normally be required to provide reasonable notice to their instructors of their intended absence from the class or event for reasons of religious or spiritual observance. In consultation with the student, the instructor will determine an appropriate means of accommodation. The instructor may choose to re-schedule classes or provide individual assistance.

Where a student’s participation in a class event is subject to grading, every reasonable effort will be made to allow the student to make up for the missed class through alternative assignments or in subsequent classes. Students who require a rescheduled examination must give reasonable notice to their instructors. If a final exam cannot be rescheduled within the regular exam period, students may contact Undergraduate Records to apply for a Request for Academic Concession. To avoid scheduling conflicts, instructors are encouraged to consider the timing of holy days when scheduling class events.

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

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

The Policy addresses discrimination, including adverse effect discrimination, and harassment, including sexual harassment, on grounds protected by the British Columbia Human Rights Code. Prohibited grounds for discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex (including gender identity), sexual orientation, age, or conviction of a criminal offence when unrelated to employment. It also addresses personal harassment, sometimes called worksite harassment.

The Discrimination and Harassment Policy and Procedures 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).

For more information on creating a respectful and productive learning environment or to share ideas, please visit <www.ltc.uvic.ca/initiatives/respect.php>.

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 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

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. See "Co-operative Education", page 32.

For Career Services, our mission is to support students success through career development expertise and by facilitating connections among students, alumni, employers and other community members.

Services Offered

- individual coaching and group sessions on exploring career options, connecting with career and work opportunities and managing career transitions and are available to all current students, new graduates and alumni
- tips on resumé, 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>

UNIVERSITY SYSTEMS

University Systems (Systems) provides computing and networking support to UVic students' learning and research needs. Students may use Systems-supported PC and Macintosh work stations in four computing facilities (in CLE, HSD, BEC). There, students will also find pay-for-printing facilities, extensive technical assistance and basic instruction for email, conferencing, online learning, Microsoft Word, PowerPoint, Excel. See the website at <uvic.ca/systems>.

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

- "My page" - the campus portal
- The Student Registration System
- Email
- Library resources
- Online learning systems - Moodle and other course material
- Wireless Internet access

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

Systems supports many academic applications, including email, database management, graphics, printing, Web tools, statistical analysis, simulation, a comprehensive range of programming languages and scientific applications, and text processing. Newsletters, documentation, consulting and assistance with software are also available.

Systems provides audiovisual, interactive multimedia support for teaching and learning activities. For users with special media requirements, consulting services are available for complex integrated video, audio, and control systems, and non-credit training in the use of media technology.

In order to facilitate online access, Systems operates wired and wireless networks on campus, with high-speed connections to the internet, BCNET/Ca*Net and international research and education networks.

Systems also supports the information processing requirements of the University administration (e.g., library administration and circulation controls, payroll, budgets, accounts payable, and student records).

2013-14 UVIC CALENDAR

Computer Help Desk
Clearihue A004
Phone: 250-721-7687
Web: <www.uvic.ca/systems>

ENGLISH AS A SECOND LANGUAGE COURSE

The Department of Linguistics offers a non-credit course in English for students whose native language is not English. For details, see LING 099 in the course listings of the Calendar.

THE LEARNING AND TEACHING CENTRE

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

LIBRARIES

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

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

Facilities include individual and group study seating for over 1,500 students. Wireless Internet access is available in the McPherson Library and the Priory Law Library. Facilities are provided for the use of audio-visual, microform and CD-ROM materials, and a Learning Commons includes workstations with word-processing, spreadsheet and presentation software. An experienced staff is available to assist students and faculty in taking fullest advantage of the Libraries' resources. Individual or group instruction is available upon request. An INFOLINE Service is available for students enrolled in Distance Education credit courses who are located off campus.

Collectively, the libraries house over 2 million print volumes, 1.2 million microform items, 201,000 cartographic items, 134,000 serial subscriptions, 73,000 sound recordings, 39,000 music scores, 12,000 films and videos and 1,500 linear metres of manuscripts and archival material.

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

Diana M. Priestley Law Library (Fraser Building) Contains over 182,000 books, journals and federal and provincial parliamentary and legislative materials, and over 300,000 microforms of primary and secondary historical legal materials. The Law Library's catalogue is available online at <library.law.uvic.ca>.
**UVIC GRADUATE CALENDAR 2013-14**

**GENERAL INFORMATION**

**Curriculum Library** (MacLaurin Building) Primarily serves the learning, teaching and research needs of Education students.

**University of Victoria Art Collections**

UVic is home to one of Canada's largest university art collections, with over 27,000 artworks including decorative and applied arts with a European emphasis and Canadian art with a western emphasis. The collections are cared for by University of Victoria Art Collections (UVAC) which showcases them at the Legacy Art Gallery, located downtown at 630 Yates Street, at 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 UVAC and its collections is available online at [uvac.uvic.ca](http://uvac.uvic.ca) or from the Legacy Art Gallery at 250-721-6562.

**Legacy Art Gallery**

630 Yates Street  
Hours: Wed-Sat 10:00-4:00  
Phone: 250-721-6562  
web: [uvac.uvic.ca](http://uvac.uvic.ca)  
email: legacy@uvic.ca

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

**University Publications**

**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.

**Indigenous Student Handbook**

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

**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.

**Continuing Studies Calendar**

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

**Graduate Student Viewbook**

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

**Malahat Review**

An international quarterly of contemporary poetry, short fiction, creative nonfiction, and reviews, edited by John Barton. For information about contests, subscriptions, and subscriptions, visit [www.malahatreview.ca](http://www.malahatreview.ca).

**E-News Bulletin**

A bulletin announcing changes in admission regulations or procedures, new programs and items of general interest. The E-News Bulletin is distributed to Canadian schools and colleges 6 to 8 times a year.

**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](http://ring.uvic.ca).

**Summer Session Guide**

Lists course and program offerings available in the May through August period. Available online at [registrar.uvic.ca/summer](http://registrar.uvic.ca/summer).

**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](http://www.uvic.ca) under “Academic Calendars”.

**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.

**The Writing Centre (TWC)**

Learning Commons, McPherson Library  
Phone: 250-853-3675  
Web: [ltc.uvic.ca/servicesprograms/twc.php](http://ltc.uvic.ca/servicesprograms/twc.php)

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

**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.

**Athletics and Recreation**

Mckinnon Building  
Phone: 250-721-8406  
Web: [www.athrec.uvic.ca](http://www.athrec.uvic.ca)  

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 (CWUA), as Independents in the National Association of Intercollegiate Athletics (NAIA) and in various high-level leagues in southwest British Columbia. Visit [www.govikesgo.com](http://www.govikesgo.com) for details.

**Recreation**

Vikes Recreation is your campus starting point for fitness and recreation, providing specific programming designed to meet the needs of students throughout the year. Vikes Recreation is committed to providing a wide variety of programs and services, including: One of the largest fitness weight centres in Western Canada, convenient aqua-fit and fitness classes including yoga, martial arts and dance, a competitive and social intramural programs and various sports and recreation clubs. Visit [vikescs.uvic.ca](http://vikescs.uvic.ca) for more information.

**Recreation Facilities**

Use of the facilities and participation in the programs of Athletics and Recreation is open to students and to faculty and staff who have acquired a Vikes Recreation membership card. Family memberships for faculty, staff and students are also available.

The campus has several playing fields, including a double-wide artificial turf, Centennial Stadium (4500 seats), tennis courts and miles of jogging trails through the woods and along Cadboro Bay. A sailing compound, the Simpson Property and the Elk Lake Rowing Centre are also available.

The McKinnon Building includes a gymnasium, dance studio, weight-training room, 25-metre L-shaped pool, squash courts, and change room and shower facilities. The Ian H. Stewart Complex includes a field house, gymnasium, 18,000 square foot fitness/weight centre, 25-metre outdoor pool, tennis, squash, racquetball and badminton courts, an ice rink, and change room and shower facilities. The Outdoor Recreation Centre, located at the Ian H. Stewart Complex, has outdoor equipment available to members on a rental basis.

**Physiotherapy Clinic**

The Physiotherapy Clinic is available to students, staff, faculty and friends. 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](mailto:physio@uvic.ca).

**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](http://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 be-
FINNERTY'S sews organic, fairly-traded coffee and pays subsidies, based on income, toward the fees made up to a year in advance of the date a child enters care for a government subsidy or whose subsidy does not cover the fees. 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 Mac and PC computer hardware and software, often with educational discounts. The Bookstore has Print-on-Demand technology with an Espresso Book Machine which can print, bind, and trim a library-quality paperback book in minutes. The Bookstore also distributes academic calendars and handles regalia rentals for grads.

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GENERAL INFORMATION

Phone: 250-472-4062  
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 morning drop-in programs for the under-fives, an after school club for children aged six to twelve, a knitting club, book club, workshops on personal growth, including parenting, a library, clothing share, community newsletter and various community building events.

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.

- **University Centre Dining Facility**  
  - Full-menu food facility—hot entrees, grill, soup, salad bar, sandwiches, pizza, desserts, hot and cold beverages

- **Mac's (MacLaurin Building)**  
  - Custom-made sandwich and wrap deli, soup, 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

- **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, University Food Services offers pickup service in the University Centre wardrobes and bed for each student.

Full catering and bar services are available upon request at 250-721-8603.

**Dining Discount Card (DDS)**  
Any member of the UVic community may purchase a dining food card to use in any of Food Services' 11 outlets. The UVic ID card 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 the four dining card options, contact University Food Services' office at 250-472-4777 or visit their website: <www.uvic.ca/services/food/mealplans/diningcards>.

**Health Services**  
Jack Petersen Health Centre  
Hours: Mon, Wed-Fri 8:30-4:30  
Tues 9:30-4:30  
Phone: 250-721-8492*  
Web: <www.health.uvic.ca>  
* An on-call physician is available at this number after hours, week-ends and holidays.

Health Services offers comprehensive health care to students and urgent care to the campus community. Our practitioner team addresses student concerns including common and chronic illnesses, mental health and psychiatry, birth control and sexual health, immunization and travel medicine, sports medicine, wellness education, and referrals to specialists. Appointments are mostly scheduled but also available same day or urgent. Students should have a valid Provincial Health Care Card or international health care coverage.

**British Columbia Residents**  
British Columbia students must have current enrollment in the BC Medical Services Plan. A valid medical insurance identification number (BC Care Card) is required and issued to them at the time of their visit to Health Services.

**Residents of Other Provinces**  
Students from other provinces must continue their provincial medical coverage and provide their medical insurance identification number (BC Care Card) when they visit Health Services. All Canadian provincial and those of the Yukon and Northwest Territories are acceptable to Health Services but may not be acceptable to private physician's offices, clinics, hospitals, or laboratories. Students from Quebec can opt out of their medical coverage and apply to BC Medical Services but may not be acceptable to private physician’s offices, clinics, hospitals, or laboratories.

**Academic Concessions**  
Academic Concessions are available to students enrolled in the University of Victoria. They are intended to assist students enrolled in academic programs and are not intended to provide advantages in non-academic activities. These concessions are distributed by Health Services only when required by the student's instructors.

**Academic Concessions Due to Illness**  
Academic Concession for work that will be completed after course grades are submitted by the instructor.

Notes for missed classes, late assignments, missed labs and missed quizzes are normally provided by Health Services only when required of students by their instructors.

**Academic Concession for work that will be completed after course grades are submitted by the instructor.**

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

- a Deferral of a final examination, test or other course work;
- an Extended Deferral of this work;
- an Aegrotat (AEG) notation added to a course grade (see "Grading", page 31);
- a Drop of courses without academic penalty after the published Last Day for Withdrawing.

The completed RAC must then be submitted to Undergraduate Records, which will forward it to the appropriate office or individual for assessment. See "Academic Concessions", page 25.

**Illness During Examinations**  
For information on the academic regulations governing illness at the time of examination, "Academic Concessions", page 25.

**Judicial Affairs Office**  
University Centre B202  
Hours: Mon-Fri 8:30am to 4:30pm  
Phone: 250-721-6397  
Web: <www.studentaffairs.uvic.ca/judicial>  

The Judicial Affairs Office works directly with the university community to help resolve non-academic student conduct concerns in a consistent manner. The office administers the university’s Resolution of Non-Academic Misconduct Allegations policy and serves as a resource to the university community.

**Residence Services**  
Craigmear Office Building  
Winter Hours: Mon-Fri 24 hours  
Sat-Sun 10am-6pm  
Summer Hours: Sun-Sat 24 hours  
Phone: 250-721-8395  
Web: <www.housing.uvic.ca>

**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 televi-
sion, 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 464 students in 123 self-contained units.
- Each unit includes four bedrooms with individual locks. The living room, dining area, kitchen and bathroom are shared by the four occupants.
- Each bedroom is furnished with a bed, desk, chair, chest of drawers and closet. Lounge furniture, a dining room table and chairs, a stove, two fridges, a dishwasher and a vacuum cleaner are provided. Dishes, cutlery and cooking utensils are the residents’ responsibility. Cablevision, telephone and internet hook-ups are available.
- Cluster Housing is completely self-contained; 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 2012/2013 were:

- Dormitory Housing
  Single room with starter* meal plan .......... $3817.00/term
  Double room with starter* meal plan ........ $3351.50/term
- Cluster Housing
  Individual rate (no meal plan) ............. $2294.50/term
  Bachelor and one-bedroom apartments
  Bachelor ...................................... $2304.50/term
  One-bedroom ............................... $2877.00/term
- Family Housing
  1-bedroom apartment ........................ $772/month
  2-bedroom apartment ........................ $907/month
  2-bedroom townhouse ....................... $1029/month
  3-bedroom townhouse ...................... $1151/month

Applying for Campus Housing
Students apply for campus housing through the UVic Residence Services website. The electronic application form for entry in September 2013 will be active on the Residence website in early 2013. To apply, a student must have a UVic Student ID number.

First-year students entering the University directly from high school are guaranteed an offer of on-campus accommodation provided they have completed all of the following steps before June 30:
- submitted an application to Residence Services
- paid the $50.00 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 inform Residence Services of any change of address.

Payment Procedure for Dormitory and Cluster Housing
Acceptance Payment
A $500 acceptance payment and a $250 security deposit are required 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
- November 1 $500 second-term deposit
- December 1 balance of second-term fees

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

Payment Procedure for Family Housing
To confirm acceptance of a family housing unit, students must sign a tenancy agreement 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 $25 per night for room only. In addition, early arrivals must accept a special contract to cover the early arrival period.

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

Residence Contract
Students must choose one of three contract options: the 4-month (Sept–Dec) contract; the 8-month (Sept–April) contract; or the 4-month (Jan–April) contract. Graduate students have the option to choose a 12-month (Sept–Aug) contract.

Thirty days written notice is required to cancel an accommodation contract. The contract must be signed and submitted with the balance of the first-term fees. A $250 cancellation fee is applied to all contract cancellations and withdrawals.

Summer Housing
Dormitory accommodation is available throughout the summer months (May–August) for students, families and visitors. Contact Residence Services at 250-721-8395 for rates and further details.

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

Off-Campus Housing Registry
The Residence Services Office maintains a registry of off-campus accommodation, including rooms, rooms with meals, suites, shared accommodation, houses and apartments. Listings are available for viewing at the Residence Services website.

MULTIFAITH SERVICES
Multifaith Services Centre
Campus Services Building, Room 151
Hours: Mon–Wed 8:30–3pm
Thurs, Fri 8:30–2pm
Phone: 250-721-8338
Email: info@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 and Muslim 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, a Multifaith Student Council, 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: informrcsd@uvic.ca

The Resource Centre for Students with a Disability (RCSD) is a unit within Student Services.
GENERAL INFORMATION

Student Groups and Resources

UNIVERSITY OF VICTORIA STUDENTS' SOCIETY

- Student Union Building
  - Phone: 250-472-4317
  - Web: <www.uvic.ca>  

All undergraduate students at the University of Victoria are members of the UVic Students' Society (UVSS). The Students' Society exists to provide advocacy, representation, services and events for its members. The Society works on issues affecting student life, such as post-secondary funding, tuition fees, accessibility, employment and housing.

The activities of the UVic Students' Society are carried out by a Board of Directors. The Board consists of eleven volunteer directors-at-large 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. As well, 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) each have a representative on the Board. The Board meets twice each month throughout the year and all students are welcome to attend.

Through their Students' Society, students can participate in clubs and course unions, speakers forums, events, conferences and other activities which take place regularly in the SUB. Being an active member of the UVic Students' Society is one of the most important ways students can contribute positively to their experiences on and off campus. Involvement may include voting in elections, attending general meetings of the Society, getting involved in one of the many committees such as campaigns Events or Finance, or running for a position on the UVic Students' Society 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), the Student Health and Dental Plan and the Student Health and Wellness Clinic.

- Campus Dental Centre
  - Also located in the SUB are the following important services:

  **Native Students Union**
  - Student Union Building B023
  - Phone: 250-472-4394
  - Email: nsu@uvic.ca
  - Web: <www.uvss.uvic.ca/ns>

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 B106
  - 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 B118
  - Phone: 250-472-4697
  - Email: socc@uvic.ca
  - Web: <www.uvss.uvic.ca/socc>

All students of colour are invited to become active in the Students of Colour Collective. The constituency group represents all self-identified students of colour within the UVic community and is committed to the elimination of racial discrimination, anti-racist education and activism on campus while also providing support and resources. All students are welcome to drop by the office and find out how they can get involved.

  **UVic Pride Collective**
  - Student Union Building B118
  - Phone: 250-472-4393
  - Email: pride@uvic.ca
  - Web: <www.uvss.uvic.ca/pride>

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

**Ombudsperson**
Student Union Building B205
Phone: 250-721-8357
Email: ombuddy@uvic.ca
Web: <www.uvss.uvic.ca/ombudsperson>

The Ombudsperson is an independent and impartial investigator equipped to help students with appeals, complaints, referrals and questions. The Office of the Ombudsperson seeks to ensure that people are treated with fairness and that on-campus decisions are made in an open manner. The Ombudsperson can give students valuable information and assist in a variety of confidential matters.

**The Women's Centre**
Student Union Building B107
Phone: 250-721-8353
Email: wcentre@uvss.ca
Web: <www.uvss.uvic.ca/wcentre>

The UVSS Women's Centre is a collectively run drop-in centre open to all self-identified women. The centre seeks to provide a space for self-identified women to organize, access resources, attend workshops and relax. The Women's Centre is committed to education and activism around racism, heterosexism, ableism and colonialism. The Centre offers many volunteer opportunities, as well as library assistance and committee organizing. The Women's Centre also publishes an anti-racist, feminist zine, Third-space. Collective members and volunteers are encouraged to organize around personal areas of interest, such as sex and sexuality, health, body image, environment, globalization and the practice of feminist theory. For more information, drop by the Centre, get involved, and be a part of the movement!

**CFUV 101.9 FM**
Student Union Building B006
Hours: Mon-Fri 10:00-5:00
Phone: 250-721-8702
Email: vol4cfuv@uvic.ca
Web: <cfuv.uvic.ca>

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

**The Martlet**
Student Union Building B011
Phone: 250-721-8361
Email: maned@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: 250-721-8629
Email: info@vipirg.ca
Web: <www.vipirg.ca>

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

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

**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 the 2500 plus graduate students and to address issues in the larger community that concern students.

Grad students democratically elect a five-member executive that works on a daily basis with the staff to advocate for and provide services to students. Grad students also select departmental representatives to sit on Grad Council, which meets monthly to discuss current events and provide direction to the executive. The Society strives to ensure graduate student representation on all university decision-making bodies.

The services of the Society include the Extended Health and Dental Plan, Universal Bus Pass, the Grad Centre and its facilities, child care bursaries (administered through Financial Aid), the annual handbook/daytimer, the bulletin listserve and special events planning, in addition to other services. These services are funded by membership fees, collected by the university on behalf of the Society. Grad students are eligible to use rooms in the Grad Centre free of charge for academic-related meetings and events. The Society, in collaboration with the Faculty of Graduate Studies, funds travel grants, administers the faculty, to assist graduate students wishing to attend professional meetings and conferences. Grad students are encouraged to enjoy the excellent food at the Grad House Restaurant in the Grad Centre. For more information, visit the General Office in the Grad Centre, or call 250-472-4543.

**The Torch**
We b: <www.uvic.ca/torch>

The Torch is published twice a year, andToFront.

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

All graduates of Uvic automatically become members of the Alumni Association. The Alumni Association strives to enhance the quality of life on campus through:
- scholarship and bursary awards
- support for student orientation and recruitment programs
- grants for student and department projects
- support for 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 Benefits Card
- Discount home and auto insurance
- career services and programs
- UVic credit card
- Life insurance

The UVic Alumni Association is incorporated under the Society Act of British Columbia and governed by an elected board of directors. The
General Information

The International Office supports academic and research units in building effective partnerships with institutions abroad. The office helps with the negotiation process and drafting of formal agreements with post-secondary institutions outside Canada and is responsible for liaising with partner institutions and monitoring the effectiveness of existing agreements. Agreements can focus on student, faculty and staff exchanges, cooperation in developing curricula and distributed learning approaches, and research and development collaborations. The International Office liaises with external agencies - provincially, nationally and internationally – in order to link the University effectively with international developments and, where appropriate, to directly initiate or participate in international initiatives.

The International Office welcomes visitors from around the world and works closely with the UVic community to organize lectures, symposia and conferences pertaining to international issues. An overview of international activities at UVic and beyond is available at <www.oia.uvic.ca>.

Student Experience

UVic offers many different international mobility opportunities for UVic students to earn credit towards their degree while gaining experience abroad: exchange programs; co-operative education; internships; field schools; etc. Students who are interested in mobility experiences overseas should visit <www.iess.uvic.ca> or the International Office in the University Centre Building for information and referrals.

The exchange program offered through the International Office is open to full-time UVic students who are currently registered in courses and have completed at least one term. 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 international partners are also available for graduate students. Important procedures for applying, including eligibility requirements, are available at <www.iess.uvic.ca>. Students should also refer to the UVic Calendar entry on Credits in Established International Exchange Programs for more information on the policies and procedures for evaluating course credits earned on exchanges. Students interested in coming to UVic on an exchange program should apply through their home University.

The International Office provides orientation on arrival and ongoing assistance from Student Advisers for incoming international students, including degree program students, exchange students, visiting students and visiting research students. Further information about these services is available at <www.iess.uvic.ca>.
Faculty of Graduate Studies

David W. Capson, BScEng (New Brunswick), MEng, PhD (McMaster), PEng, Dean
Margot Wilson, BA, MA (Tor), MA, PhD (Southern Methodist), Associate Dean

Executive Committee

Members
David W. Capson, Dean of the Faculty of Graduate Studies, Chair
Margot Wilson, Associate Dean of the Faculty of Graduate Studies
Bert Annear, Director of Graduate Admissions and Records

Representing Business
David McCutcheon. Term expires June 30, 2012

Representing Education
Wanda Hurren, Curriculum & Instruction. Term expires June 30, 2015

Representing Engineering
Aaron Gulliver, Engineering. Term expires June 30, 2013

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

Representing Human and Social Development
Abdul Roudsari, HINF. Term expires June 30, 2013

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

Representing Law
Judy Fudge. Term expires June 30, 2013

Representing the Sciences

Representing the Social Sciences
David Giles, Department of Economics. Term expires June 30, 2014

Representing the Graduate Students’ Society
Dallas Hermanson

Graduate Admissions and Records
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 cooperative education option, with an interdisciplinary focus, or by special arrangement.

**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 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.

**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 $112.20 if all post-secondary transcripts come from institutions within Canada and $137.70 if any post-secondary transcripts come from institutions outside of Canada. It is non-refundable and cannot 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

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**Faculty of Graduate Studies Degree Programs**

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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Graduate Certificate</th>
<th>Graduate Diploma</th>
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<tbody>
<tr>
<td>Business</td>
<td>• Entrepreneurship</td>
<td>• Entrepreneurship (Note: not</td>
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<td></td>
<td></td>
<td>admitting at this time)</td>
</tr>
<tr>
<td>Child and Youth Care</td>
<td></td>
<td>• International Child and Youth</td>
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<tr>
<td></td>
<td></td>
<td>Care for Development</td>
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<tr>
<td>Cultural Heritage Management</td>
<td>• Cultural Heritage Studies</td>
<td>• Cultural Heritage Management</td>
</tr>
<tr>
<td>Educational Psychology and</td>
<td>• Learning and Teaching in</td>
<td></td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>Higher Education (LATHE)</td>
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<tr>
<td>Indigenous Education</td>
<td>• Indigenous Language</td>
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<tr>
<td></td>
<td>Revitalization</td>
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<tr>
<td>Public Administration</td>
<td>• Cultural Sector Leadership</td>
<td>• Evaluation</td>
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<td></td>
<td>• Evaluation</td>
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<tr>
<td></td>
<td>• Library Sector Leadership</td>
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<tr>
<td>Public Health and Social Policy</td>
<td>• Public Health</td>
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</tbody>
</table>

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 Office as soon as possible, and no later than the application deadline for the academic unit.

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 Office. 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/Resume, 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 email as a PDF attachment to <graddocs@uvic.ca> for all documents (except transcripts). Upon receiving a provisional offer of admission, final copies of transcripts should be sent following the instructions for official transcript submission.

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

Applicants for admission whose first language is not English and who have not resided in Canada or any country where English is an official language of the country (as determined by the Graduate Admissions and Records Office) for at least three consecutive years immediately prior to the beginning of the session applied for must demonstrate competency in English. Applicants holding a recognized degree from a country where English is an official language of the country are exempted from the English Competency Requirement. For a complete listing go to <web.uvic.ca/gradstudies/students/langreq.php>.

Most applicants qualify by providing results of the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 575 on the paper-based test or an overall score of 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

An overall score of at least Band 6.5 with no score of less than 6.0 on each academic component of the International English Language Testing System (IELTS) or a score of 90 on the Michigan English Language Assessment Battery (MELAB) will be accepted as an alternative to a TOEFL score of 575/90.

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...
Transfer from a Master’s to a Doctoral Program

A transfer from a master’s to a doctoral program may be recommended by 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.

Admission to Regular Master’s Degree Programs

Please refer to the section "General and Academic Requirements and Procedures for All Graduate Students" on page 16.

In general, the minimum academic standing will be:

1. a 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.

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

Transfer between Master’s Degree Programs

Students who wish to change programs at the Masters 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 Faculty Admission Requirements

1. Pre-Entry Program

Applicants who have completed a baccalaureate degree as defined above but whose academic record is such that they do not meet the Faculty of Graduate Studies’ standards for admission to a master’s program may be considered for a Pre-Entry program. Upon the recommendation of the academic unit concerned, the Dean of Graduate Studies may approve a pre-entry program consisting of a minimum of 6 units of undergraduate course work numbered at the 300 or 400 level to be taken as an undergraduate student prior to entry in the Faculty of Graduate Studies. This course work must be relevant to the proposed field of study, and must be completed within the time frame specified. An average of not less than 6.0 (B+) must be achieved in the course work, and no course may be completed at a level below 4.0 (B-).

Students approved by the Dean of Graduate Studies for this pre-entry option are guaranteed admission to the Faculty of Graduate Studies upon successful completion of the recommended courses. None of the courses in the pre-entry program may be considered for transfer credit towards the graduate program.

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

1. Independent Upgrading

Applicants who lack prerequisite or background courses may complete additional undergraduate course work to strengthen their application. 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", page 31. Upon the advice of the academic unit, a provisional offer of admission may be given, subject to satisfactory completion of recommended courses.

2. Enhanced Programs

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

Other Admissions

Admission as a Mature Student (Master’s Only)

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

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

1) Visiting Students
Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another 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.

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

Fees for Non-Degree Course Work
None of the fees paid as a non-degree student may be applied to the graduate degree. Fees for courses taken as a non-degree student will be charged on a per unit basis as outlined under “Tuition for Non-degree Students”, page 38.

Visiting Research Students
Graduate Students currently registered at their home institutions who are wishing to participate in research under the supervision of professors at the University of Victoria may be admitted to UVic as research-only students. Normal admissions processes and requirements do not apply. This admission does not include the option of taking courses for credit. If visiting research students wish to take courses for credit they must be admitted as Non-Degree 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.

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

For further information regarding the process for both Canadian and International graduate students, see this online document: <web.uvic.ca/gradstudies/advisors/documents/VisitingStudents_web.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 heard by the Admissions Committee of the Faculty of Graduate Studies on the recommendation of the appropriate academic unit, and are not subject to further appeal.

Confirmation of Admission Offer
Students who 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

General Information
Under appropriate conditions, it may be possible for academic units to offer doctoral and master’s degrees even though they do not have established graduate programs at that level. 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 projected supervisor and consists of a completed Individual Special Arrangement Program for Approval form (including signatures of proposed supervisory committee) and a rationale for the program.

Academic Supervisor
A member of the supervisory committee from the sponsoring 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 super-
vised 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPT 580</td>
<td>(1.5-3.0) Directed Studies</td>
</tr>
<tr>
<td>DEPT 596</td>
<td>(1.5-3.0) Team Graduating Report/Project (project-based option)</td>
</tr>
<tr>
<td>DEPT 597</td>
<td>(0) Comprehensive Examination (project-based option)</td>
</tr>
<tr>
<td>DEPT 598</td>
<td>(1.5-4.5) Individual Graduating Report/Project (project-based option)</td>
</tr>
<tr>
<td>DEPT 599</td>
<td>(6.0-12.0) Thesis</td>
</tr>
</tbody>
</table>

Doctoral Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPT 680</td>
<td>(1.5-3.0) Directed Studies</td>
</tr>
<tr>
<td>DEPT 693</td>
<td>(3.0) Candidacy Examination</td>
</tr>
<tr>
<td>DEPT 699</td>
<td>(15.0-30.0) Dissertation</td>
</tr>
</tbody>
</table>

1. May be taken more than once for credit provided course content differs.
2. Grading is INP, COM, N, E.

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 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. Credit courses completed in graduate certificate and diploma programs may be applied to concurrent or subsequent graduate degree programs as specified by academic units in their degree program descriptions.

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, or 45 units beyond the bachelor's, 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, 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 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 download a copy of the Thesis/Dissertation Guidelines from the website of the Faculty of Graduate Studies. This publication specifies academic and technical requirements to ensure acceptability of the document to the University and the National Library.

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

The general form and style of dissertations may differ from 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); 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 download a copy of the Thesis/Dissertation Guidelines from the following website: <web.uvic.ca/gradstudies/current>. This publication specifies academic and technical requirements to ensure accept-
ability of the document to the University and the National Library.

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.

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", page 34, and "Results of Oral Examinations (Project-based Master's degrees)", page 34.

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 graduate certificate and diploma programs may be applied to concurrent or subsequent 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.

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 administration decisions, curriculum deliberations and administration of candidacy examinations. The Faculty also strongly recommends that the academic unit's Graduate Studies Committee have a graduate student representative.

Academic Unit Graduate Studies Advisers

The academic unit's Graduate Studies Adviser is the formal liaison officer between the academic unit and the Faculty of Graduate Studies. The academic unit's Graduate Studies Adviser makes recommendations to the Faculty of Graduate Studies on the following matters: admission to graduate programs, awards administered by the Faculty of Graduate Studies, changes to the student record including degree program, supervisory committee and registration. A request for an oral examination must also be signed by the academic unit's Graduate Studies Adviser. The academic unit's Graduate Studies Adviser will normally chair the academic unit's Graduate Studies Committee.

Academic Supervisors

Students in all doctoral and master's programs will have a member of the Faculty of Graduate Studies assigned as academic supervisor, faculty adviser or mentor to counsel the student in academic matters. The academic supervisor must be from the academic unit offering the degree program and is nominated by the academic unit and approved by the Dean of Graduate Studies.

In particular, the academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations and provide guidance to the student on the nature of research, the standards expected, the adequacy of progress and the quality of work. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

The academic supervisor should maintain contact with the student through mutually agreed upon regular meetings, and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible for making suitable arrangements with the student and the academic unit's Graduate Studies Adviser for the continued supervision of the student or for requesting the academic unit to nominate another supervisor. Each absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

Supervisory Committees

Students in all doctoral programs and students in thesis and project-based masters' 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 on the Faculty of Graduate Studies membership list or be specifically approved by the Dean. A faculty member who wishes to be appointed as a co-supervisor for a student who is in a program outside of the faculty member's academic unit must be approved for the Faculty of Graduate Studies' Membership list as an Associate Member in the student's home academic unit. Note that when this is the case, normally the Associate Member would be ineligible to serve as a non-unit examining member, and would normally be ineligible to serve as an external examiner for the Associate Member's home academic unit and for the unit for in which the person is an Associate Member.

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 prescribed such an examination. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.
Composition of the Supervisory Committee: Doctoral Degrees

Listed below are the minimum requirements for doctoral supervisory committees. Additional supervisory committee members may be added without the approval of the Dean. However, 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:

- Member #1: The supervisor – must be from the home academic unit;
- Member #2: Must be from within the home academic unit;
- Member #3: Must be from outside the home academic unit.

Doctoral Degrees by Special Arrangement

As in Regular Doctoral Degree Programs, with the proviso 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 proviso 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 may be added without the approval of the Dean. However, 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:

- Member #1: The supervisor – must be from the home academic unit;
- Member #2: Normally from within the home academic unit; may be a co-supervisor or a committee member.

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 proviso 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) 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 registrar.uvic.ca/grad.

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

Curriculum Advising and Program Planning (CAPP)

Within the first session of attendance in a graduate degree program, a supervisor must be nominated and a completed CAPP form must be forwarded to the Graduate Admissions and Records Office by the graduate adviser on behalf of each student. Unless otherwise specified, the remainder of the prescribed supervisory committee will be nominated and names forwarded to the Graduate Admissions and Records Office by the graduate adviser within two sessions of the first registration in the thesis, project or dissertation.

Late Registration

The period for late registration in the Winter Session is the first ten days of classes; in the Summer Session, it is the first two days of classes. Permission of the Dean of Graduate Studies is required for late registration beyond these dates. A late registration fee will be assessed.
Registration in Courses Outside a Graduate Program

Students may register in courses which are not part of the formal requirements of their graduate program if:

- the courses will contribute to the research or provide background for the program, and
- the courses have been approved by the student's supervisor.

This provision is not intended to be used to take courses for eventual transfer to a subsequent graduate program, nor to take undergraduate courses in an undergraduate degree, certificate, or diploma program. 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. The Dean's permission is required if a student wishes to take only undergraduate courses in a given term.

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 Courses 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", page 17).

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,
   - 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 Admissions and Records Office, specifying the host institution, the exact courses of interest and their unit values. The application must be supported in writing by the supervisor. Students will be required to provide supporting information such as a calendar description or course syllabus. If permission is granted, the student must either take a leave of absence 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 enroll 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
- 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 <inforscd@uvic.ca>.

**Time Limit for Doctoral Degrees**

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (eighty-four consecutive months) from the date of first registration in the program. If 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.

Students must obtain approval for a program extension prior to the time limit expiry date. If approval is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

**Time Limit for Master’s Degrees**

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

Students 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.

**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.

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 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.

**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. Tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended. Students can neither undertake any academic or research work nor use any of the University’s facilities during their 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**

**Personal Leave**

Students 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 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: letter from student outlining the circumstances 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 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 <inforscd@uvic.ca>.

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**2013-14 UVIC CALENDAR**

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**FACULTY OF GRADUATE STUDIES**
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 Graduates 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”, page 36). 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”, page 35.
• 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”, page 10.
• making themselves familiar with the regulations under “Research Approval Requirement”, page 29.

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

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 will 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. In the Faculties of Humanities, Science and Social Sciences, the designate may be the Associate Dean Academic Advising). In situations where the student is registered in more than one faculty, the case with be forwarded to the Dean responsible for the course. 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 in-
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 substantial 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 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 involved 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 be 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 withdrawn 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/ethics>.

**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 practice; 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 or other 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 stu-

**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 27) 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 that his 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 in-
### Faculty of Graduate Studies – Grading Scale

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

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

#### Other Failing or Temporary Grades

- **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
  - 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
  - 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
  - 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
  - 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
  - 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
  - Co-op Interrupted Course. Temporary grade. See “Work Terms”, page 32.

- **WE**: 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.

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* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.
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 should take place within 14 days of the grade being available. If the instructor agrees to change a grade before the final course grades have been submitted, a change of grade request should be made through the Chair to the Graduate Admissions and Records Office.

If the instructor confirms the original grade, then the student should appeal to the Chair/Director of the unit concerned, stating clearly the grounds on which the grade should be raised. The Chair should initiate a review of the grade, using the procedures adopted by the faculty in which the Chair's academic unit resides. If the Chair does not agree to review the grade, then the student has the right to formally request a review of the grade through the Office of the Dean of Graduate Studies.

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

Grading
The table 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.

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

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

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

Transfer 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 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 qualifications 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.

Tuition Credit for Academic Transfer Credits
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.

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

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

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

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

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

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

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

Instructors must inform students at the beginning of term in writing of the minimum attendance required at lectures and in laboratories in order to qualify to write examinations.
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 program rules permit, student work experience requirements may not permit a student to have more than five years of work experience.

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, may elect to be governed by the new regulations.
3. Where an academic unit does not propose to provide access to courses necessary to satisfy previous program requirements for at least five years, that unit must provide a transition program for any student registered in the Faculty of Graduate Studies at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.
4. An academic unit has no obligation to provide access to courses necessary to satisfy previous program requirements or to provide transitional programs for more than five years after the date of the program change.
5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student's situation, the student may request the Chair or Director or Associate Dean to establish a transition program. A student may appeal a decision to the Dean or the Dean's designate. The decision of the Dean or designate is final.

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.

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. Co-operative Education is not open to students in graduate certificates and diplomas, and non-degree graduate students.

Work Term Preparation

Co-op students are expected to complete successfully a program of seminars and workshops (typically one hour per week), prior to undertaking their first work term. This program is designed to prepare students for the work term. The following topics will be covered: Co-op program objectives/expectations, job seeking skills, competencies self-assessment, transferring skills to the workplace, learning objectives, job performance progress, competencies development and evaluation. Students should consult with their coordinator for program schedule information. This program is a co-requisite for students participating in the placement process prior to their first work term.

Admission

Admission and graduation requirements for Co-operative Education Programs are determined by the individual academic units. Consult the calendar entries in these areas for further information.

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

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, may elect to be governed by the new regulations.
3. Where an academic unit does not propose to provide access to courses necessary to satisfy previous program requirements for at least five years, that unit must provide a transition program for any student registered in the Faculty of Graduate Studies at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.
4. An academic unit has no obligation to provide access to courses necessary to satisfy previous program requirements or to provide transitional programs for more than five years after the date of the program change.
5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student's situation, the student may request the Chair or Director or Associate Dean to establish a transition program. A student may appeal a decision to the Dean or the Dean's designate. The decision of the Dean or designate is final.

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.
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 as outlined on page 24.

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 23.

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", page 37).

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.

**Criminal Records Check**

UVic students employed in co-operative work terms, placed in practice or enrolled as student members in their professional organizations may be required to undergo criminal records reviews by legislation (e.g., BC Criminal Records Review Act), or because of the risk management policies of the organization with which the student will be associated. Students are responsible for providing authorization for the review to the employer, practice agency or professional organization upon request and 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.
nal 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.

Optimally, the student and all the members of the supervisory committee will be present at the oral examination. Where this is not possible, advice on alternate procedures is available from the Dean of Graduate Studies’ office.

Examinating 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 thesis
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 a Chair approved by the Dean of Graduate Studies.

Results of Oral Examinations (Dissertations and Theses)
Decision
The decision of the examining committee shall be based on the content of the dissertation or thesis as well as the candidate’s ability to defend it. After the examination, the committee shall recommend one of the following results:

1. That the dissertation or thesis is acceptable as presented and the oral defense is acceptable
   The Chair of the academic unit and the student’s supervisor shall sign the academic unit’s Letter of Recommendation. In addition, all members of the examining committee shall sign the Dissertation/Thesis Approval Form.

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

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

4. That the examination be ‘adjourned’
   This result should not be confused with failure (see 4. Failure, below). Adjustment 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.
   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 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.
   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 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.

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 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 Academic 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 Academic 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). Adjustment 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.
   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 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.
   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 date for reconvening shall be no later than six months from the date of the first examination.
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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 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 fall and spring each year. The formal conferral of degrees takes place at a convocation ceremony in the fall and spring each year. Graduates become members of the Convocation of the University as soon as their degrees are granted by the Senate, which generally occurs several weeks before the convocation ceremony. Students who require proof of degree completion prior to convocation can obtain a letter from the Graduate Admissions and Records Office.

Each candidate for a degree, diploma or certificate must complete a formal application for graduation. The deadlines to submit completed applications are July 1 for Fall graduation and December 1 for Spring graduation. The Application for Graduation forms are available through the Graduate Admissions and Records Office or online at <www.uvic.ca/graduateservices/assets/docs/forms/appforgraduation.pdf>. A graduation fee is assessed at the time of application, and is payable by the end of the month in which application is made.

The deadlines for completing all requirements for the degree are the final business day in August for Fall graduation, and the final business day in April for Spring graduation. Details are available on the web site of the Faculty of Graduate Studies.

Students can be considered for awarding of a degree only when all of the following requirements have been satisfied:

1. For doctoral and master’s with thesis candidates, submission of the final copies of the dissertation or thesis. Regulations governing the proper submission are set out on the faculty website at <www.uvic.ca/graduateservices/resourcesfor/students/thesis/index.php>. 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 University’s collection.

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 fulfilled.

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

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

Students’ records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see “Other Graduate Fees”, page 38). Transcripts will be issued within five working days after a request is received, unless a priority request is made. See <registras.uvic.ca/undergrad/records/forms/online/transcripts.html> for more details.

Transcripts will not be issued until all financial obligations to the University have been cleared. Students who require verification of completion of program requirements prior to senate ratification of the program should request a “supporting letter” in addition to the official transcript.

Appeals
Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them.

ACADEMIC MATTERS
Academic matters are the responsibility of course instructors, academic units, faculties and the Senate.

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the academic unit; third, the Dean of Graduate Studies; and finally, the Senate. In addition, the student may wish to consult the Ombudsperson (see “Ombudsperson”, page 13). A student seeking a formal review of an assigned grade should consult the regulations under “Review of an Assigned Grade”, page 31.

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/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. Students appointed as teaching and/or research assistants may also be recommended by their academic units to the Faculty of Graduate Studies for an academic income supplement.

Tuition and Other Fees

Students, parents and sponsors are advised that the following tuition fees have been approved by the Board of Governors for the 2013-2014 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, 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.

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 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 18: 100%
- October 9: 50%

**Spring term assessments**

**On or before:**
- January 16: 100%
- February 6: 50%

Fee Reduction Appeals
Students who believe a course drop has not been properly entered 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.

**Standard Tuition Fees for Degree Programs**

Total 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 and graduate reregistration fees. 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.

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 (.50) tuition installment depending on whether registration is full or part time. See definition of full time and part-time status, page 23.

**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 total minimum regular tuition for a master’s degree (excluding MBA, MACD, Health Informatics web-based program and one-year master’s programs) is 5.0 tuition installments which can consist of a combination of regular full and regular half tuition installments. 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 of 6.0).
- If a student remains enrolled in a master’s degree after having paid 6.0 fee installments, re-registration fees will apply as described below.
- For students registered in a one-year master’s program (completed within 12 months), the minimum number of total tuition installments is 3.0. Current programs include English, French, History, Indigenous Governance, Applied Linguistics, 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 of 6.0). Terms of personal leave will not be counted as academic terms and therefore a graduate tuition installment will not be assessed.
- The minimum regular program tuition 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 3.0 tuition installments (for a total of 5.0).
- The minimum regular program fee for the MACD program is 6.0 fee installments.
- The total minimum regular tuition for the MBA degree is 6.0 tuition installments for Daytime 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 minimum regular program fee for the MGB program is 3.0 fee installments.
- The minimum regular program fee for the MPA 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.

**Standard Tuition Fees for Doctoral Degrees**

- The total minimum regular tuition for a PhD degree is 7.5 tuition installments which can consist of a combination of regular full and regular half tuition installments. Up to 1.5 additional regular tuition installments will be assessed if a student remains registered after having paid 7.5 regular tuition installments (for a total of 9.0 regular tuition installments).
- If a student remains enrolled in a PhD degree after having paid 9.0 fee installments, re-registration fees will apply as described below.
- The total minimum regular program tuition 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 of 7.5).
- 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.

**Standard Reregistration Fees for Degree Programs**

Students who have paid the entire total regular tuition for their degree (6 tuition installments for master’s degrees; 9 tuition installments for doctoral programs) but have not completed their program requirements will be charged re-registration fees.

**Standard Fees for Degree Program Extensions**

Students who remain registered after exceeding the time limit for their degree (normally five years for a master’s degree and seven years for a doctoral degree—see “Time Limits”, page 25) will be assessed a program extension fee at the regular tuition rate per term.

**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.

**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 and valid U-Pass stickers 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

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**Standard Tuition Fees for Domestic Students in Certificate and Diploma Programs**

|                         | per course unit | $829.64 |

**Standard Tuition Fees for Domestic Students in Degree Programs**

|                          | per course unit | $829.64 |

**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.

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**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 elective course. If you are enrolled in the Cultural Heritage Certificate only, the standard tuition fees for students in certificate and diploma programs applies:

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**MACD Fees – Domestic & International**

Students in the MACD program pay a minimum of six full-time fee installments at the rates published on the Accounting Services page, <web.finance.uvic.ca/degree-fees.php>. Registration after payment of these installments is subject to re-registration fee regulations.

**MA (Child and Youth Care)**

Students enrolled full time or part time in the Master of Arts in Child and Youth Care program pay an additional fee of $350.00 per term for six terms for a total of $2100.00 or a combination of $350.00 (full time) or $175.00 (part time) for a total of $2100.00. This fee is in addition to the minimum tuition for a master's degree.

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

Students enrolled in the MBA Evening program pay an additional fee of $333.33 per term for nine terms for a total of $3000.00 or a combination of $333.33 (full time) or $166.67 (part time) for a total of $3000.00.

MBA Domestic Daytime Tuition, per term
Full tuition installment . . . $3770.24
Half tuition installment . . . $1885.13
Non-degree, per unit . . . $1244.18
MBA reregistration fees, per term, until maximum completion limits . . . $1244.18
Thereafter . . . $3770.24
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above) . . . $636.72

MBA Domestic Evening Tuition, per term
Full tuition installment . . . $2513.40
Half tuition installment . . . $1256.75

MBA International Daytime Tuition, per term
Full tuition installment . . . $4102.80
Half tuition installment . . . $2051.40
Non-degree, per unit . . . $1353.92
MBA reregistration fees, per term, until maximum completion limits . . . $1353.92
Thereafter . . . $4102.80
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above) . . . $755.58

MBA International Evening Tuition, per term
Full tuition installment . . . $2735.58
Half tuition installment . . . $1367.60

MBA + MEng or MBA + MSc Double Degree Program Fees
Students enrolled full-time in the MBA + MEng or MBA + MSc Double Degree Daytime program pay an additional program fee of $428.56 per term for seven terms for a total of $3000.00. This is in addition to the minimum fee for a master's degree.

MBA + MEng or MBA + MSc Double Degree Tuition, per term
Domestic
- Full fee installment . . . $4012.98
- Half fee installment . . . $2006.49
International
- Full fee installment . . . $4374.14
- Half fee installment . . . $2187.07
MBA + (MEng or MSc) reregistration fees per term
- Domestic . . . $1337.66
- International . . . $1458.05

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

Master’s of Global Business (MGB)
Acceptance deposit-Business . . . $500.00
Deferred entry (allowed once only) . . . $200.00
Students enrolled in the MGB program pay an additional fee of $933.33 per term for three terms for a total of $2800.00. This fee is in addition to the minimum tuition for a master's degree.
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 . . . $6367.26
Internship fee, per internship* . . . $318.36
* 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 . . . $8135.96
Internship fee, per internship* . . . $377.79
* this fee does not form part of the minimum program fee described under Program Tuition and Fees, above.

Masters in Public Administration
Acceptance Deposit . . . $400.00

Master of Public Health (MPH)

Domestic Tuition
- Full tuition installment . . . $2122.42
- Half tuition installment . . . $1056.21
- Reregistration . . . $707.48
- Thereafter . . . $2122.42

International Tuition
- Full tuition installment . . . $2525.68
- Half tuition installment . . . $1262.84
- Reregistration . . . $841.90
- Thereafter . . . $2525.68

MSc Health Informatics (web-based program)

Domestic Tuition
- Full tuition installment . . . $4283.08
- Half tuition installment . . . $2141.54
- Reregistration fees, per term, until maximum completion limits . . . $1533.78
- Thereafter . . . $4438.06

International Tuition
- Full tuition installment . . . $4615.62
- Half tuition installment . . . $2307.81
- Reregistration fees, per term, until maximum completion limits . . . $1645.54
- Thereafter . . . $4770.60

Nursing + Health Informatics double degree (NUHI)

Domestic Tuition
- Full tuition installment . . . $3537.37
- Half tuition installment . . . $1768.68
- Reregistration . . . $1179.12
- Thereafter . . . $3537.37

International Tuition
- Full tuition installment . . . $4209.46
- Half tuition installment . . . $2104.73
- Reregistration . . . $1403.16
- Thereafter . . . $4209.46
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Anthropology

GENERAL INFORMATION

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Graduate Adviser: Dr. Yin Lam
Email: anths@uvic.ca
Phone: 250-721-7051
Graduate Secretary: Jessica Schmidt
Email: anthtwo@uvic.ca
Phone: 250-721-7047

Faculty Members and Areas of Research
Heather Botting, PhD (Alberta)
Ethnology; symbolic anthropology, folklore, anthropology of religion and political anthropology (Assistant Teaching Professor)
Alexandrine Boudreault-Fournier, PhD (Manchester)
Visual Anthropology; visual culture and theory, anthropology of sound; cultural policy and the state; relational aesthetics; digital technologies and social media; Cuba; Canada
Lisa Gould, PhD (Washington U St Louis)
Biological Anthropology: primate behaviour, ecology, primate demography and life history, hormones and behavior, primate feeding, nutrition, and secondary compound consumption, lemurs, Madagascar
Helen Kurki, PhD (Toronto)
Biological Anthropology: human skeletal biology; morphological variation and functional anatomy; body size & shape; sexual dimorphism; evolution of the hominin pelvis, Bioarchaeology; Southern Africa
Yin Lam, PhD (Stony Brook)
Archaeology; zooarchaeology; palaeoanthropology; taphonomy; origins of modern human behavior; foraging economies; sub-Saharan Africa, China
Quentin Mackie, PhD (Southampton)
Archaeology; coastal archaeology; lithic & organic technologies; environmental archaeology; first peopling processes; spatial modeling; social context of archaeology; Northwest Coast, Haida Gwaii
Margo L. Matwychuk, PhD (CUNY)
Sociocultural Anthropology; political economy; feminism; power, inequality, social justice; social movements; agro-industry; housing and homelessness; Brazil, Latin America, Caribbean, Canada
Erin Halstad McGuire, PhD (Glasgow)
Gender identities, migration, funerary ritual and material culture (Assistant Teaching Professor)
Lisa M. Mitchell, PhD (Case Western Reserve U)
Sociocultural anthropology; medical anthropology; reproduction; children & youth; body & embodiment; technology & the body; ultrasound imaging participatory research; visual research methods; Philippines, Canada
April Nowell, PhD (U Penn)
Archaeology: Paleolithic, taphonomy, lithic technology, Neandertals, evolution of human cognition, Paleolithic art/Pleistocene visual cultures, origins of language and symbol use, Archaeology of children, Western Europe, Near East
Eric A. Roth, PhD (Toronto)
Biological Anthropology: demography, AIDS/HIV, growth and development, pastoralists, Africa
Ann B. Stahl, PhD (UC Berkeley)
Anthropology: historical anthropology; comparative colonialisms; material culture studies; community involvement & knowledge production; dietary change & agriculture; Africa; Ghana
Peter II. Stephenson, PhD (Toronto)
Applied and medical anthropology; aging & society; ethics; Indigenous Peoples in global perspective; urban planning; refugees; Canada, Europe, Australia
Brian Thom, PhD (McGill)
Cultural Anthropology; aboriginal rights, title and governance; indigenous rights; intellectual property and indigenous peoples; customary legal systems; Northwest Coast and Coast Salish peoples; applying anthropology to public policy
Andrea N. Walsh, PhD (York)
Visual anthropology; visual culture and theory, visual research methods, art, photography, film and new media, 20th Century and Contemporary First Nations Visual Culture, Canada
Margot E. Wilson, PhD (Southern Methodist U)
Cultural Anthropology; Indigenous people of South Asia; leprosy; stigmatization; gender studies; women's narratives; abandoned women & children; international development and planned change; Bangladesh, India, South Asia

Degrees and Specializations Offered
The Department offers programs of study leading to a Master of Arts (MA) degree and to the degree of Doctor of Philosophy (PhD).

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

Financial Support
Financial assistance: well-qualified applicants are eligible for a University Fellowship. The maximum value of this in 2013 was $18,000. Several teaching assistantships are available, usually $5000 for eight months' work. Additional TA-ships are also often available for the summer term. Teaching assistants are eligible for additional top-up funding from the Faculty of Graduate Studies (generally $1,000 to $4,000 per year). There are also several awards that provide small numbers of exceptional or financially eligible students with additional funds. These awards include, but are not limited to, the Sara Spencer Research Award in Applied Social Science, the Mrs. Annie Greskiw Graduate Award, Maritime Awards Society of Canada Graduate Fellowships, and the Martlet Chapter Iode Graduate Scholarship for Women. Graduate Fellowships are also available on a competitive basis from federal government funding agencies (NSERC, CIHR, SSHRC).

ADMISSION REQUIREMENTS

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

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

Students are required to have passed undergraduate courses equivalent to those comprising the Anthropology Major Program (see University of Victoria Undergraduate Calendar). Students without this equivalent must take the appropriate courses to satisfy the Major requirements before completing their degree.

The programs outlined below indicate minimal requirements. In tailoring the program to individual needs, a student's supervisory committee may specify courses to be taken. To correct deficiencies in the student's undergraduate program, the Graduate Committee may also increase the number of units required. For example, students who enter without at least an undergraduate Major may be required to spend the first year in upper-level undergraduate courses before beginning the core program.

Prospective students are urged to consult the department for assistance in planning a program of study and for more specific information about course offerings.
GRADUATE PROGRAMS

Deadlines
January 31st.

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

Program Requirements
The Department offers programs of study leading to a Master of Arts (MA) degree and to the degree of Doctor of Philosophy (PhD)

Master's of Arts program
The themes which frame the MA program are 1) Inequality, Culture and Health; 2) Evolution and Ecology; 3) Indigenous Peoples; and 4) Visual Anthropology and Materiality. The program introduces students to our department's unique thematic foci and requires them to initiate and perform a major, independent research project leading to a thesis. It requires at least 7.5 units of course work and a 7.5-unit thesis.

Course Requirements
Core Courses
A student's program will include the following core courses:
ANTH 500 (1.5) Seminar in Anthropological Theory
ANTH 516 (1.5) Seminar in Anthropological Research Methods
and two of the following:
ANTH 511 (1.5) Advanced Research Seminar in Inequality, Culture, and Health
ANTH 541 (1.5) Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic, and Contemporary Contexts
ANTH 551 (1.5) Advanced Research Seminar in Ecology and Evolution
ANTH 571 (1.5) Advanced Research Seminar in Visual Anthropology and Materiality

and 1.5 units of elective to be taken from within or outside the department with the permission of the student's supervisor. Core seminars offered each year but not taken by the student as part of their core course requirement may count as an internal elective. Other internal electives are listed in the Calendar under Selected Topics courses and Directed Studies. Upper-level undergraduate courses may count toward these elective units.

Other internal electives contribute 7.5 units toward the 15-unit minimum requirement for the thesis option.

Students may choose additional courses in their program from the departmental listings of graduate courses and from courses outside the department. Students may take a maximum of 1.5 units of upper-level undergraduate courses. Students will register in ANTH 597 (Thesis Proposal Development) while preparing their thesis proposals, typically in the summer session at the end of their first year in the program.

The thesis proposal must be approved by the student's supervisory committee before September 15th of the second year of the MA program.

Once the thesis proposal has been approved, students register in ANTH 599 (Thesis).

Thesis
The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee consists of at least two members: a supervisor from the department and another member, normally also from the department.

Both must be members of the Faculty of Graduate Studies. It is also possible, with the approval of the supervisor and the Faculty of Graduate Studies, to have additional committee members - for example, from other units of the university, from other academic institutions and from government agencies.

The thesis, carrying 7.5 units of credit, must meet the stylistic requirements of the department and must be submitted according to a time schedule set by the department. Normally a thesis will be the subject of 7,5 unit research on a topical area chosen in consultation with the student's supervisory committee.

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

Program Length
Most students require 2 to 2.5 years to complete the program.

PhD Program
The themes which frame the PhD program are:
1) Inequality, Culture, Health
2) Evolution and Ecology
3) Indigenous Peoples
4) Visual Anthropology and Materiality

Students entering the program must take 30 units of graduate credit for the PhD in accordance with the following program.

Course Requirements
All PhD students are required to complete four 1.5 unit graduate courses during their first two years in the program. 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 also 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+ in required courses and maintain a cumulative GPA of at least 7.0.

Summary of Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 600</td>
<td>Professional Development in Anthropology</td>
<td>1.5</td>
</tr>
<tr>
<td>ANTH 690A, 690B, 690C, 690D, 690E or 690F</td>
<td>Directed Study</td>
<td>1.5</td>
</tr>
<tr>
<td>ANTH 611, 641, 651 or 671</td>
<td>Advanced Research Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>ANTH 612 (Colloquium)</td>
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<td>1.0</td>
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<tr>
<td>Breadth of Knowledge requirement</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Candidacy Examination (ANTH 693)</td>
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<td>3.0</td>
</tr>
<tr>
<td>Dissertation (ANTH 699)</td>
<td></td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30.0</td>
</tr>
</tbody>
</table>

Candidacy Examination

The student, in consultation with his/her PhD committee will craft three important original comprehensive examination questions related to his/her research area, and answer those questions in written format, drawing upon literature covered in PhD coursework and readings. These three comprehensive papers will be evaluated on a pass/fail basis by the supervisory committee. If one paper is deemed unsatisfactory, the student may revise the paper. If more than one paper is deemed unsatisfactory, the student will not advance to candidacy.

Language Requirement

The PhD language requirement 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 the target language.

Dissertation

The dissertation research proposal will be defended orally and separately from the candidacy examination requirement. Each student will make a presentation on his/her proposal topic and answer questions posed by the supervisory committee on the theoretical foundation, methodology, and significance of the proposed research. The oral defense will be evaluated on a pass/fail basis. After passing the oral defense, a student may proceed to the dissertation. All students are required to prepare, submit and defend a dissertation worth 20 units.

Co-operative Education

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for full-time graduate students. To receive the Co-op designation on their transcripts, Master's students com-
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 "Work Terms" on page 32.

Biochemistry and Microbiology

GENERAL INFORMATION

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

Further information on our graduate program is available on the departmental website.

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Website: <www.proteincentre.com>
Chair: Dr. Robert Burke
Email: bcmv@uvic.ca
Phone: 250-721-7077
Graduate Adviser: Dr. Stephen Evans
Email: sjevans@uvic.ca
Phone: 250-472-4548
Graduate Secretary: Melinda Powell
Email: biocmgsec@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 Ausio, 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.

Alistair Boraston, PhD (British Columbia)
Fundamental aspects of protein-carbohydrate recognition; structures and functions of carbohydrate-binding molecules; roles of carbohydrate-binding proteins in microbial pathogenesis.

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

Martin Boulangier, PhD (British Columbia)
Structural basis of host-pathogen and vector-pathogen interactions; Structure-guided design of small molecule therapeutics and vaccines.

Robert D. Burke, PhD (Alberta)
Cellular and developmental biology, cell signaling in early development, neural development, integrin signaling.

Caroline Cameron, PhD (Victoria)
Bacterial pathogenesis; Treponema pallidum; syphilis; Leptospira; extracellular matrix adhesions; infectious diseases; genomic analysis; proteomics.

Stephen Evans, PhD (British Columbia)
Antibody recognition of carbohydrate antigens; structural basis for protein-carbohydrate mimicry; glycosyltransferases; protein crystallography; scientific visualizations of macromolecules.

Caren C. Helbing, PhD (Western Ontario)
Molecular mechanisms of hormone signaling in vertebrates; Amphibian metamorphosis; Molecular biomarkers of environmental contaminants in wildlife.

Perry L. Howard, PhD (Toronto)
Biogenesis and function of miRNAs in stem cells, EphA2 and EphrinA1 in cancer, and rewiring of tyrosine pathway in cancer.

Julian J. Lum, PhD (Ottawa)
Tumor metabolism and T cell immune responses; autophagy, survival of cancer stem cells, targeting metabolic pathways for T cell adaptive immunotherapy in cancer (ovary, breast, prostate, lymphoma).

Francis E. Nano, PhD (Illinois)

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

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

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

Paul J. Romanuk, PhD (McMaster)
Molecular basis of nucleic acid-protein interactions involved in the regulation of gene expression; development of point of care diagnostic tests for the developing world.

Andrew Ross, PhD (British Columbia)
Application of mass spectrometry and other analytical techniques to proteomics, metabolomics, metal biogeochemistry and environmental research.

Leigh Anne Swayne, PhD (Calgary)
Neurogenesis and the bioelectric control of new neurons in healthy and injured/diseased brain. Evaluation of specific ion channels as therapeutic targets for brain repair.

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

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

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

Degrees and Specializations Offered

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

Facilities

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

Financial Support

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

2013-14 UVIC CALENDAR
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 17) 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 who enter with a Master’s degree may be given credit for up to 3 units of previous graduate level work. Additional graduate level courses may be required at the discretion of the supervisory committee.
PhD candidates must complete BCMB 580 and BCMB 680, which require that students receive a passing mark for their own seminar and attend and participate in seminars given by other graduate students and senior scientists. The BCMB 580 and BCMB 680 seminars must be on the student's own research. Students must register for BIOC 699 or MICR 699 (thesis).

Candidacy
Students entering the PhD program with a Master's degree must complete the candidacy exam within 12 months, while students transferring from the MSc to the PhD program must complete the exam within 18 months. Students must register in BCMB 693 upon provisional transfer to the PhD program and must remain registered until the candidacy requirements are complete. The candidacy examination is an oral defense of a grant-style proposal written on the student's research project. Students must pass both the oral and written components.

Other Requirements
Attendance at departmental research seminars, given by scientists inside and outside the University, is mandatory. Students normally undertake a teaching assistantship within the department.

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

Oral Examination
The final, written thesis will be evaluated by 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 successfully complete a minimum of 3 units of graduate level courses approved by the student's supervisory committee. Students are normally required to take BCMB 500 as part of this 3 unit requirement. Students who enter with a Master’s degree may be given credit for up to 3 units of previous graduate level work. Additional graduate level courses may be required at the discretion of the supervisory committee.
PhD candidates must complete BCMB 580 and BCMB 680, which require that students receive a passing mark for their own seminar and attend and participate in seminars given by other graduate students and senior scientists. The BCMB 580 and BCMB 680 seminars must be on the student's own research. Students must register for BIOC 699 or MICR 699 (thesis).

Candidacy
Students entering the PhD program with a Master's degree must complete the candidacy exam within 12 months, while students transferring from the MSc to the PhD program must complete the exam within 18 months. Students must register in BCMB 693 upon provisional transfer to the PhD program and must remain registered until the candidacy requirements are complete. The candidacy examination is an oral defense of a grant-style proposal written on the student's research project. Students must pass both the oral and written components.

Other Requirements
Attendance at departmental research seminars, given by scientists inside and outside the University, is mandatory. Students normally undertake a teaching assistantship within the department.

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

Oral Examination
The final, written thesis will be evaluated by 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.

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.

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Graduate Secretary: Eleanor Blaskovich
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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 Ehling, 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

Barry W. Glickman, PhD (Leiden)
History and philosophy of Science with a focus on how we know things and how social context influences Science. Ethical and sociological considerations of biotechnological development. Nature and mechanism of mutation, human health, cancer, aging, and molecular evolution.

Patrick T. Gregory, PhD (Manitoba)
Population ecology, herpetology

Barbara J. Hawkins, PhD (Canterbury)
Conifer seedling physiology; mineral nutrition, cold tolerance

William E. Hintz, PhD (Toronto)
Molecular genetics and characterization of pathogenicity determinants of phytopathogenic fungi

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

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)
Paleocology; 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 (British Columbia)
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 Neurobiology, 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. Tummler, PhD (Yale)
Marine benthic ecology and community structure

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

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

Patrick von Andekas, PhD (Manchester)
Conifer reproduction

Associate Members and Areas of Research

Joseph A. Antos, PhD (Oregon State)
Plant ecology, clonal growth of forest herbs, dynamics of old-growth forests; plant reproductive biology

Klaas Broersma, PhD (Alberta)
Soil and water quality

Alan E. Burger, PhD (Cape Town)
Ornithology, behavioral ecology, conservation biology, oceanography

Michael Clinchy, PhD (British Columbia)
Wildlife population, behavioural and physiological ecology

Lawrence M. Dill, PhD (British Columbia)
Behavioural ecology; marine biology

Sarah Dudas, PhD (Victoria)
Marine ecology/coastal oceanography and Interactions with shellfish aquaculture

Stephen J. Innes, PhD (Davis)
Behavioural Ecology; Animal acoustic communication; Recognition systems; Noise impacts on animals; community based ecological monitoring

Delano James, PhD (West Indies)
Plant pathology, virology, molecular characterization, classification, control, and immunology

Simon R.M. Jones, PhD (Guelph)
Fish health and disease, parasitology

Karl W. Larsen, PhD (Alberta)
Wildlife ecology, conservation and management

Julian J. Lam, PhD (Ottawa)
Control of cancer cell growth, proliferation, and survival by metabolism. Immune response to cancer, cancer stem cell

Brad H. Nelson, PhD (California-Berkeley)
Cancer immunology and immunotherapy

R. John Nelson, PhD (Wisconsin-Madison)
Population genetics and ecology of zooplankton and fishes

Patrick D. O’Hara, PhD (Simon Fraser)
Seabird foraging ecology, marine conservation, maritime anthropogenic disturbances

John H. Russell, PhD (British Columbia)
Cupressaceae genetics, tree breeding, conifer gene resource management

Rachel Scarth, PhD (Cambridge)
Plant breeding, genetics and biotechnology; edible oil quality

Nancy M. Sherwood, PhD (California-Berkeley)
Molecular endocrinology of reproduction; Evolution of hormones and receptors

Michael Stoehr, PhD (Toronto)
Conifer genetics, seed and seed orchard production

J.A. (Tony) Trofymow, PhD (Colorado State University)
Soil ecology and forest C cycling; Decomposition and role of soil biota; Forest management and biodiversity especially ectomycorrhizal fungi

Marc Trudel, PhD (McGill)
Marine ecology of Pacific salmon

Patrick B. Walter, PhD (ETH, Zurich)
Biochemistry; studying the mechanisms of tissue dysfunction and interventions in the iron overload of thalassemia and sickle cell disease

Alvin D. Yanchuk, PhD (Alberta)
Forest genetics, tree breeding, conservation of forest genetic resources
Degrees and Specializations Offered

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

Facilities

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

Financial Support

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

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

Admission Requirements

General

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

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office to-gether with their application forms (see "English Language Proficiency", page 17). 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 16), 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 6.5/7.0 on the University of Victoria 9-point scale.

Admission to the PhD Program

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

Deadlines

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

Program Requirements

Students entering with a BSc and intending to take a PhD program will initially be registered in an 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 of 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 21).

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 confirm to the standards of the university and the research standards of the wider scientific community.

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

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

Specialization in Forest Biology
Graduate courses in Forest Biology (FORB) are offered. Graduate students in Forest Biology must register in FORB 560 in addition to BIOL 560.

Co-operative Education
Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master’s and PhD students. Master’s students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate advisor, 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 “Work Terms” on page 32.

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 an international business network. Our commitment to business sustainability, and managing to the triple bottom line, underlies our three areas of MBA specialization: Entrepreneurship, Service Management and International Business. Our specializations have won awards and recognition for their innovative pedagogy, alumni satisfaction and excellence. 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 and Europe. Students are normally expected to complete the program within one year (September to August.) 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>.

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MBA Fax Number: 250-721-7066
MBA Email: mba@uvic.ca
MBA Website: <www.uvic.ca/gustavson/gill/mba>
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MGB Graduate Secretary: Alyssa Cuthbert
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Graduate Entrepreneurship Certificate and Diploma Programs:
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PhD Program Director: Dr. Carmen Galang
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Phone: 250-721-6111
PhD Program Manager: Wendy Mah
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Phone: 250-721-6060

Faculty Members and Areas of Research
Saul Klein, PhD (University of Toronto)
International business, marketing
Ivan Asensio, MSc (University of California)
International finance
Josh Alt, PhD (University of South Carolina)
International business, finance
Jen Baggs, PhD (University of British Columbia)
International business, strategy
David A. Boag, PhD (University of Toronto)
Marketing
Mary Yoko Brannen, PhD (University of Massachusetts)
International business, Jarislowsky/CAPI
Chair in East Asia (Japan)
**GRADUATE PROGRAMS**

Graham Brown, PhD (University of British Columbia)  
Entrepreneurship

Mark Colgate, PhD (University of Ulster)  
Marketing and service management

Vivien Corwin, PhD (University of British Columbia)  
Service management, organizational behaviour, human resources management

Uzay Damali, PhD (Clemson University)  
Service operations management

Wade Danis, PhD (Indiana University)  
International business, strategy

Ali Dustmalchian, PhD (University of Wales, Cardiff University)  
Organization studies, international business

Angela Downey, PhD (University of Western Ontario), CMA (Certified Management Accountant)  
Accounting, health promotion

Robin Dyke, MBA (Simon Fraser University)  
Organizational development

A. R. Elangovan, PhD (University of Toronto)  
Organizational behaviour

Carmen Galang, PhD (University of Illinois)  
Human resource management, international business

Dale Ganley, PhD (University of California)  
Information technology

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 behaviour

Aegean Leung, PhD (National University of Singapore)  
Entrepreneurship, human resource management, international business

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

Terry Mughan, PhD (Anglia Ruskin University)  
International business

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, Korea Projects

Ignace Ng, PhD (Simon Fraser University)  
Human resource management, international business, Asia Pacific Projects

Ana Maria Peredo, PhD (University of Calgary)  
Entrepreneurship, sustainable development, non-profit sector

Craig Pinder, PhD (Cornell University)  
Organizational behaviour

Heather Ranson, MBA (University of Guelph)  
Hospitality management and marketing

Sorin Rizeanu, PhD (University of South Carolina)  
International finance, international business

Enrico Scelhi, PhD (Clemson University)  
Service operations management

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

Paul Summerville, PhD (University of Alberta)  
International business, economics

Stephen S. Tax, PhD (Arizona State University)  
International finance, investments

Ken Thornicroft, PhD (Case Western Reserve University)  
Employment law

Liana Victorino, PhD (University of Utah)  
Service operations management

Monika Winn, PhD (University of California)  
Business strategy, sustainability

Richard Wolff, PhD (University of Michigan)  
Business strategy, sport management

Roger Wolff, DBA (Indiana University)  
Operations management

Hao Zhang, PhD (Concordia University)  
International finance, investments

**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, Evening and International Executive programs of study. Transfer between options requires the approval of the MBA Program Director. This multidisciplinary program is designed to provide practicing or potential business professionals and managers with the analytical expertise and practical knowledge to distinguish themselves in the business sector. Students will gain a comprehensive understanding of the functional business disciplines, along with the opportunity to specialize in one of the following areas:

- Entrepreneurship
- International Business
- Service Management
- Management

**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 and Europe; 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 com-
plete 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 the top 20–25% of the incoming class based on prior academic performance. The awards range from C$1,000 to C$10,000.

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/scholarships> 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 <registrars.uvic.ca/sfaa>.

Awards
MBA students are eligible for awards that range in value from $500 to $1500. The awards include: International Integrated Management Exercise Travel Award, Leadership Award, Best Consulting Paper, Specialization awards and Highest GPA Award.

Dean's Honour Roll Criteria
MBA 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 Evening MBA Programs
Applications are welcome from any person who has received, or is about to receive, a bachelor’s 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 18). The program does not require any background in business or economics. Work experience in any professional or managerial capacity is considered a major asset. Applicants must also submit a Graduate Management Admission Test (GMAT) score, two letters of reference, a current résumé, and two typed essays (details will be provided with application material). Applicants are advised that enrollment in this program is limited and admission is competitive.

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

MBA and MGB Application Deadlines
The deadline for submitting an application is April 30 for MBA and May 31 for MGB. Applications after that date will be considered subject to program space. International applicants are encouraged to have their application completed by March 31 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 résumé, 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 ladderling 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 toward 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 each year in September by the PhD Program Committee. Admission normally requires completion of a master’s degree (or equivalent) from an accredited and recognized institution. In general, applicants to the program will be expected to have a Master’s of Business Administration or another master’s-level degree (e.g., in Economics or Sociology) and as well as some experience working within an organization.

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

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

PhD Application Process
In addition to the documentation and fees required by the Faculty of Graduate Studies, applicants need to submit additional information to apply to the PhD program at the 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
Project-based MBA
The Sardul S. Gill Graduate School of Business’ MBA program consists of three modules and one or two Co-op work terms. The Daytime program is generally completed in 17 to 21 months. The Evening program is generally completed in 29 to 33 months. It is an innovative program which emphasizes a high degree of integration among business functional areas.

All students participate in an International Integrative Management Exercise (IIME). The IIME takes place in another country or countries over a 12-day period in mid to late April. Daytime students complete the IIME during the second term of the Foundation module. Evening students participate in the IIME during the first or second year of their Foundation module, depending on the year of admission. There are additional fees associated with the IIME. Please see <www.uvic.ca/gustavson/gill/mba/tuition> for additional information. Students entering the Daytime program with less than three years of work experience are required to complete one four-month Co-op work term.

The regular degree program consists of 26.0 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21 units of study (including the report requirement) accepted for graduate credit at the University of Victoria.

For students wanting to pursue the Evening MBA, the only constraints are the following:

1. Students will be required to attend the Essentials of Business and Leadership Module (EBL) on a full-time Daytime basis in the year in which they are admitted to the program.
2. Depending on the specialization chosen and course availability, students may be required...
to attend full time during the Specialization Module (one academic term).

Evening students may take courses with Daytime students, that may be in the late afternoon, evening or weekends. The time frame for completion of the degree must meet the Faculty of Graduate Studies' maximum limit of five years (see “Time Limits”, page 25).

Course Requirements

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

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

Essentials of Business and Leadership (EBL) Module

This module contains one course:

- MBA 500 (3.0) Essentials of Business and Leadership (EBL) Module

Foundation Module

This module contains 16 required courses:

- MBA 501 (0) Integrative Management Exercises
- MBA 502 (0) Professional Development
- MBA 514 (0.5) Business and Sustainability
- MBA 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
- MBA 570 (1.0) International Business Environment
- MBA 585* (0.5) Consulting Methods

1. May also be taken in the Summer session following completion of other Foundation Module requirements, or with the Specialization module.

* Students choosing to take MBA 598 Research Report, rather than MBA 596 Management Consulting Report, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to MBA 585. Students choosing MBA 598 Research Report should consult with their academic supervisor to identify an appropriate Research Methods course offered elsewhere within the Faculty of Graduate Studies.

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 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 the MBA Foundation module may apply to complete their MBAs through one of the following EDHEC degree programs:

**Business MSc Programs (Lille campus):**
- MSc in Arts & NGO Management
- MSc in Entrepreneurship
- MSc in Law & Tax Management
- MSc in Marketing Management
- MSc in Strategy and Organizational Consultancy

**Finance MSc Programs (Nice campus):**
- MSc in Audit & Management Control
- MSc in Corporate Finance
- MSc in Finance
- MSc in Financial Markets

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 and a thesis completed within the EDHEC MSc program will also satisfy requirements for the MBA program’s Specialization Module 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.

Students wishing to follow this option must qualify for regular admission to the MGB Program. 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 please contact the Gill Graduate School Program office.

Thunderbird School of Global Management Options

Thunderbird School of Global Management is a world ranked school for international management education at the graduate level. Its main campus is located in Glendale, Arizona, USA. Students from around the world attend Thunderbird for the range of international management courses, the world class faculty, and the recognition that a Thunderbird degree can give them. For more information about Thunderbird, visit www.thunderbird.edu.

1. **Specialization Option:**

A limited number of students nominated by the Gill Graduate School of Business and who meet Thunderbird’s normal admission requirements can attend Thunderbird after successfully completing the course work in the Gill Graduate School MBA Foundation Module. At Thunderbird, Gill Graduate MBA students will complete the following courses:

- GM 4000 Global Political Economy (3.0 credits*)
- GM 4210 Global Economics (3.0 credits)
- GM 4403 Global Enterprise (1.5 credits)
- GM 4800 Cross Cultural Communication (1.5 credits)
- GM 4801 Global Negotiations (1.5 credits)
- GM 5486 Global Leadership (1.5 credits)
- GF Elective (3 credits)

* 2.0 credit hours at Thunderbird equals 1.0 unit at UVic

Upon successful completion of the 15 credit hours at Thunderbird the students will be awarded a Certificate of Advanced Studies from Thunderbird. This Certificate will count as the Specialization Module for Gill Graduate MBA students. For more information about fees, the application process, and application deadlines please contact the Gill Graduate School MBA Program office.

2. **Double Degree Option**

A limited number of Gill Graduate MBA students nominated by the Gill Graduate School of Business and who meet Thunderbird’s normal admission requirements and who have successfully completed the course work in the Gill Graduate School MBA Foundation Module can attend Thunderbird in order to earn an MGM (Thunderbird’s Master of Global Management) degree. At Thunderbird, Gill Graduate MBA students will complete a minimum of 30 credit hours*. Please contact the Gill Graduate School MBA Program office for a complete listing of Thunderbird’s requirements.

* 2.0 credit hours at Thunderbird equals 1.0 unit at UVic

A minimum of 12 credit hours from Thunderbird’s MGM program will be counted as the Specialization Module for purposes of earning an MBA. Students must also complete a major project, either MBA 596 or 598 (3.0 units).

Thunderbird MGM students wishing to attend UVic in order to earn a Gill Graduate School MBA must qualify for regular admission to the MBA Program. At UVic, Thunderbird students will complete the following courses:

- MBA 500 EBL: (4.5 units)
- MBA Foundation Module courses (Fall term and Spring term) (15.5. units)
- Major project – MBA 596 or 598 (3.0 units)

UVic will recognize a minimum of 12 credit hours from Thunderbird’s MGM program (equal to 6.0 UVic units) will be counted as the Specialization Module for purposes of earning a Gill Graduate School MBA.

Double Degree option students shall be granted their respective degrees (MBA and/or MGM) upon successfully meeting the respective requirements of each institution. Coursework
must be completed within five years of starting the first degree.

For more information about fees, the application process, and application deadlines please contact the Gill Graduate School Program office.

**Specialization Module and Electives**

The Specialization Module consists of 4.5 units of courses that concentrate in Service Management or Entrepreneurship or International Business. In unusual cases, or for students participating in an international academic exchange, 4.5 units of graduate level electives may be selected, or a combination of 300- or 400- level undergraduate electives (to a maximum of 3.0 units of 300- or 400- level electives) with permission from the MBA Program Director prior to enrolling in these courses.

Students must have completed the Essentials of Business and Leadership (EBL) and Foundation Modules (or have received the permission of the Program Director) before taking any of the following courses. Specialization Module courses and electives are offered subject to enrolment and the availability of faculty.

**MBA Specialization Courses**

- MBA 511 (1.5) Services Marketing
- MBA 512 (1.5) Quality Management and Service Operations
- MBA 513 (1.5) Issues in Service Technology and HR Management
- MBA 529 (1.0) International Logistics and Supply Chain Management
- MBA 561 (1.5) Entrepreneurial Planning and Finance
- MBA 562 (1.5) New Venture Marketing
- MBA 563 (1.5) Entrepreneurial Strategy
- MBA 571 (1.0) International Financial Management
- MBA 572 (1.5) International Marketing and Global Strategy
- MBA 573 (1.0) Managing People and Relationships in a Global Context
- MBA 575 (2.0) Cross-Cultural Management in Malaysia
- MBA 588 (1.0-7.5) Study Abroad
- MBA 590 (1.0-3.0) Directed Study
- MBA 595 (0.5-5.0) Special Topics in Business Administration

**MBA Cross-Listed Courses**

- MBA 521 (1.5) Leadership
- MBA 522 (1.5) Business and the Internet
- MBA 524 (1.5) Corporate Finance
- MBA 525 (1.5) Investments
- MBA 531 (1.5) Taxation for Managers
- MBA 558 (1.5) Employment Law
- MBA 595 (0.5-5.0) Special Topics in Business Administration

**Report Requirement: MBA 598 or MBA 596**

This course has a 3 unit value, and is generally started after the Foundation Module.

**Performance Requirement**


**Program Length**

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

**MGB Program**

The MGB Program consists of four modules followed by a comprehensive examination and an international research and consulting project and a global internship. The program is normally completed in 12 months. The regular degree program consists of 16.5 units plus 3.0 units of required introductory language training.

**Coursework**

MGB students are required to take 19.5 units of coursework, as listed below.

- a) Global Business Fundamentals Module (4.0 units)
  - MBA 510 (1.0) The North American Business Context
  - MBA 512 (1.0) International Financial Management
  - MBA 516 (1.0) International Marketing and Global Strategy
  - MBA 519 (1.0) International Logistics and Supply Chain Management
- b) Global Business Opportunities Module (3.0 units)
  - MBA 520 (1.5) Industry Analysis and the Asian Business Context
  - MBA 525 (1.5) Business Development and Asia’s Entrepreneurial Environment
- c) Global Business In Action Module (4.5 units)
  - MBA 530 (1.5) The European Business Context
  - MBA 535 (1.0) Consulting Methods and Practice
  - MBA 536 (2.0) International Research and Consulting Project
- d) Global Business Experience Module (1.5 units)
  - MBA 537 (1.5) Global Internship
- Additional courses, running throughout the program:
  - MBA 570 (2.0) Global Leadership and Cultural Intelligence
  - MBA 180 (1.0) Language Skills I
  - MBA 181 (1.0) Language Skills II
  - MBA 182 (1.0) Language Skills III
  - MBA 583 (1.5) Cross National Business Report

A comprehensive examination, MGB 597 (0.0 units), must be taken after the completion of all coursework.

**Residency**

Normally students will take the Global Business Fundamentals at UVic, from September to November. The other two taught modules (Global Business Opportunities and Global Business in Action) will involve overseas partner institutions in Asia and Europe. 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.

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**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 33 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 (18 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 18.0 units of coursework in research methods and foundation courses during their first two years in the program.

Students in the PhD Program in International Management & Organization can choose from one of three streams:

- Strategy and International Management
- Organizational Analysis and Cross Cultural Management
- Sustainability and International Management
- Theoretical and Empirical Foundation topics (13.5 units)

**Strategy and International Management**

- BUS 601 - Foundations of Research in International Management & Organization (1.5 units)
- BUS 602 - Seminar in International Management (1.5 units)
- BUS 603 - Seminar in Strategy and Organization (1.5 units)
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 of two faculty members from within the Gill Graduate School, one faculty member from outside the school but within the University of Victoria, and one faculty member from outside the University of Victoria (i.e., the External Examiner). Once the Thesis Defense Committee is satisfied with the thesis, candidates will then defend the dissertation in a public oral examination as per the requirements of the Faculty of Graduate Studies.

Candidates are expected to complete their dissertation and final oral exam by the end of their fourth year in the PhD Program.

5. International Research Exchange

To round out their research experience, PhD candidates can participate in an International Research Exchange at select research-focused universities abroad. These short-term residencies are intended to ensure that 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, In-
A limited number of students (up to a maximum of five) who are accepted in both the Gill Graduate School of Business 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 Law requirements for the double degrees are described in UVic’s Undergraduate Calendar.

After completing their first year Law curriculum, students will start the MBA portion of the program, which includes the following:

1. MBA 500 (4.5): Essentials of Business and Leadership (EBL)
2. MBA 501 (0): Integrative Management Exercises
3. MBA 502 (0): Professional Development
4. All MBA Foundation Module courses except MBA 560 Managing Legal Risks
5. MBA 598 (3.0): Research Report. This course requires students to complete an appropriate Research Methods course of 1.5 units from another department within the Faculty of Graduate Studies. Students should consult with their academic supervisor to identify an appropriate Research Methods course; OR: MBA 596 (3.0): Management Consulting Report.
6. Co-op requirements (if applicable)
   Items 1 to 4 are normally completed in Year Two of the double degree program while the remaining items are to be completed in Years Three and Four of the program.

Further information on the program may be obtained from either the 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 from Undergraduate Records for the JD degree and from Graduate Records for the MBA 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.

Program Length
Four years.

MBA+MEng Double-Degree Program
A limited number of students (up to a maximum of five) who are accepted in both the 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.

Double-degree students complete all MBA course work except the specialization module requirements in the first three terms of their program. 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 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.

Double-degree students complete all MBA course work except the specialization module requirements in the first three terms of their program. 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.

Co-operative Education
The University regulations with respect to Co-operative Education Programs and specifically the “Work Terms”, page 32, 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) work experience will be required to undertake either one or two Co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first Co-op work term will normally occur after completion of the eight-month Foundation Module. The second Co-op work term is scheduled thereafter.

MBA Co-op General Regulations
The following regulations apply to the Business Co-op program. General regulations found in the Co-operative Education Program section of the Calendar also apply to the 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 "Work Terms", page 32. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of F on the work term.

Students must be officially registered for the work term by completing the Work Term Registration Form, which is provided by the Business Co-op office, and providing any other required documentation by the end of the first month of the work term. Students not registered by that
time will not receive credit for that work term. A Co-op program fee is charged for each term of work term registration. This fee is in addition to any tuition fees and student fees. It is due in the first month of each work term and subject to the normal University fee regulations, page 37.

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 employing firm;
2. the employer’s satisfactory final evaluation of the student, and
3. the satisfactory completion of a work term report as assessed by the Coordinator and submitted by the deadlines specified below:
• Spring Work Term Report: due May 15 (unless May 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
• Summer Work Term Report: due September 15 (unless September 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)

Late work term reports will not be accepted without a medical certificate unless approval has been obtained from Business Co-op staff before the work term report submission deadline. Normally, pre-approval may be granted only in the event of illness, accident or family affiliation.

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”, page 33.

Students who fail a work term or have not completed a work term by the end of four academic terms may be required to withdraw.

PhD Industry Practicum
The intention of the PhD Industry Practicum is to provide an opportunity for PhD students to further their research goals within the PhD Program.

Students participating in the PhD Industry Practicum must complete at least one work experience term, that is, normally four months of full-time, discipline-related work under the supervision of the Business Co-op and Career Centre delegate and/or the PhD Program delegate. These work experience terms are subject to the General Regulations; Graduate Co-op. Students should contact the PhD Program to discuss entry into the Industry Practicum.

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**Chemistry**

**General Information**

**Contact Information**

Department of Chemistry
Location: Elliott Building, Room 301
Mailing Address:
University of Victoria, Department of Chemistry
PO Box 3065
Victoria, B.C. V8W 3V6
Canada

Courier Address:
University of Victoria, Department of Chemistry
3800 Finnerty Rd.
Elliott Building, Room 301
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Telephone Number: 250-721-7156
Fax Number: 250-721-7147

Email: chemsec@uvic.ca
Website: [www.chemistry.uvic.ca](http://www.chemistry.uvic.ca)
Chair: Dr. Neil Burford
Email: nburford@uvic.ca
Phone: 250-721-7150

Graduate Adviser: Dr. Robin G. Hicks
Email: rhicks@uvic.ca
Phone: 250-721-7165

Graduate Secretary: Ms. Carol Jenkins
Email: chemsec@uvic.ca
Phone: 250-721-7156

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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 Paolo)**
Supramolecular dynamics, kinetics, photochemistry, cyclodextrin, bile salts, DNA, proteins, radicals, magnetic field effects.

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

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

**Neil Burford, PhD (Calgary)**
The chemistry of phosphorus, arsenic, antimony and bismuth: new synthetic and spectroscopic studies.

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

**Thomas M. Fyles, PhD (York)**

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

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

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

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

**Robert Lipson, PhD (Toronto)**
Technique development and applications for MALDI mass spectrometry; laser spectroscopy of small polyatomic; and optical lithography for photonics.

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

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

**Irina Puci, PhD (Queens)**
Theoretical and computational chemistry, multi-scale simulations, functional materials, statistical mechanics, surface self-assembly, surface chirality.

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

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

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

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

**Degrees and Specializations Offered**

The department offers programs of study leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD). Research areas are broadly concentrated in two areas. One is centred on physical chemistry, reaction dynamics, spectroscopy, and photochemistry - the Reactivity, Dynamics and Spectroscopy group (RDS). The second is centred on synthetic and structural chemistry with an emphasis on property-directed synthesis - the Property-Directed Synthesis group (PDS). The emphasis on two areas of expertise in place of the traditional sub-disciplines (analytical, inorganic, organic, physical) provides a broadly based graduate program in which collaborative interactions between in-
individuals can flourish. Specialist expertise is recognized and developed, together with attitudes and skills essential for multi-disciplinary research.

Facilities
The department is exceptionally well equipped. 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 instruments 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 instrument facilities run by several scientific Research Centres on campus.

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

Admission Requirements
General
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 will normally be expected to submit Graduate Record Examination (GRE) General test scores. Students admitted to graduate programs in Chemistry who do not have the equivalent of an Honours degree may be required to take additional undergraduate course work as deemed appropriate by the Chemistry Graduate Studies Committee in consultation with the student's supervisor.

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 website. 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 B.Sc. in chemistry who achieved a minimum grade point of 3.0 during their last two years of senior courses will be admitted to the MSc program.
2. Applicants who already hold a Masters 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 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.

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**

<table>
<thead>
<tr>
<th>Seminar (CHEM 509)</th>
<th>Discussion (CHEM 670 or 680)</th>
<th>Graduate lecture courses</th>
<th>Thesis (CHEM 599)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

1. A B-grade is the minimum passing grade in a graduate course.
2. Students are required to register in CHEM 509 and 599 throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.
3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.

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

Research
If they have made prior arrangements, graduate students may start a program of research immediately upon arrival at the University. The program must be mutually agreed upon between the professor offering a placement and the student accepting that placement. If prior arrangements have not been made, the student should interview all interested faculty members with sufficient space and funding as soon as possible after their supervisory committee interviews. Each faculty member will inform the student of projects that may be available. The student is advised to consider project proposals thoroughly; and the professors to consider all candidates thoroughly. When a professor and student mutually agree to proceed with a project, both parties should inform the Graduate Adviser as soon as possible. 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 progress of all graduate students is reviewed annually by the Supervisory Committee. All graduate students are required to present a poster summarizing their research progress to their supervisory committee during November of each year. All posters will be displayed in a common area to allow general viewing by the department and University Community. Students will formally present the poster to their committee in a brief meeting and will submit to the committee a hard copy of the poster presentation in hand-out format. This report forms the basis for an annual review of the student's progress towards the degree. In the event that a student's research or course work is unsatisfactory, the student is required to pass such oral or written examinations as specified by the department before proceeding further towards the degree.

Students considering transfer from the MSc to PhD programs should prepare a transfer report in addition to doing the poster session. Students in the final stages of thesis preparation must do the poster session if they have not yet defended.

Transfer from MSc to PhD
Graduate students 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 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 stu...
dent'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 that 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.

Program Length
Normally, completion of an MSc degree in chemistry requires 24 to 30 months.

PhD Program
Course Requirements
Candidates for the PhD degree entering the program with a BSc (or equivalent) degree or students transferring from an MSc to a PhD program are required to complete at least 9 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be permitted with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

At the start of the next academic term, the student's academic (coursework) and research progress will be reviewed by the Graduate Adviser, will report the result of the student's supervisory committee in consultation with the student.

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

Summary of Course Requirements for PhD Students Entering Directly from a BSc Degree Program

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (CHEM 509)</td>
<td>1.0</td>
</tr>
<tr>
<td>Discussion (CHEM 670 or 680)</td>
<td>3.0</td>
</tr>
<tr>
<td>Graduate lecture courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Candidacy (CHEM 693)</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation (CHEM 699)</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>16.0</td>
</tr>
</tbody>
</table>

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

Common grade requirements:

- A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.
- A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.
- A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.

- The research supervisor must name a Supervisory Committee consisting of four members including the supervisor. One member of the supervisory committee must be from outside the department.

- For the PhD degree, the Supervisory Committee will consist of four members including the supervisor. One member of the supervisory committee must be from outside the department. For students transferring from an MSc to a PhD program, a fourth committee member must be added by the research supervisor as soon after transfer as practical.

Assessment of Progress
The progress of PhD students is reviewed annually as described above for MSc students.

Candidacy
Before being admitted to candidacy, all PhD students must pass a candidacy examination in their major field as outlined in "Doctoral Candidacy Examinations" on page 21.

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

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

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 student's 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. 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 student's research on which the student will be questioned at the exam.

The Graduate Adviser or designate shall 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 examining committee, through the Graduate Adviser, 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 Graduate Adviser will recommend to the Faculty of Graduate Studies that the exam was successfully completed. 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 "Work Terms" on page 32.

Child and Youth Care

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

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

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School of Child and Youth Care
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Canada
Courier Address:
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Fax Number: 250-721-7218
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Graduate Adviser: Jennifer White
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Phone: 250-721-7986
Graduate Program Assistant:
Shelley Henuset
Email: shenuset@uvic.ca
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
Gordon Barnes, PhD (York)
Substance use, families and child and youth care
Sandra 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
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 Amarantung, PhD (Guelph)
Health, women's and family issues

2013-14 UVIC CALENDAR

Jophus Anamauh-Mensah, EdD (UBC)
Teacher education, world view research, science education and cultural practices
Anne Becker, PhD (Harvard), MD (Harvard)
Cultural mediation of body image, phenomenology of eating disorders social transition, risk factors for eating disorders
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
Judith Bernhard, PhD (Toronto)
Issues of cultural diversity in human development, ethnographic study with communities, schooling for disadvantaged groups, design and assessment of child care centres, especially with regard to home language maintenance
Natasha Blanchet-Cohen, PhD (Uvic)
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
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
**GRADUATE PROGRAMS**

**Margaret Dabor, PhD (Sierra Leone)**  
Curriculum development, training and policy in Africa, with a 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

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

**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, schools as settings for health promotion

**Thom Garfat, PhD (Victoria)**  
Residential care, Child and Youth Care approach to family work, foster care, relational child and youth care practice, self

**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, advanced training in clinical practices

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

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

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

**Kofi Marfo, PhD (Alberta)**  
Early childhood 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 and social welfare services and policy development, community youth development, school as a setting for health promotion, social determinants of health, adolescent health, collaborative action research, and 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)**  
African child development with focus on early childhood care and education and youth development, pedagogy of early childhood development science, capacity building in early career African scholars/ECD practitioners

**Esther Oduolowu, PhD (Ibadan)**  
Early childhood development (ECD), education and literacy

**Carmen Rodriguez de France, 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 interventions

**Blythe Shepard, PhD (UVic)**  
Rural youth, school-based counselling, families and children living with Fetal Alcohol Spectrum Disorder, training/supervision of helpers, narrative methodology

**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

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

**Carol Stuart, PhD (Victoria)**  
Professional practice standards, evidence based practice, youth resilience and youth at risk, participatory research and qualitative approaches to research

**Beth Blu Swadener, PhD (Wisconsin-Madison)**  
Decolonization of research in cross-cultural contexts, cultural diversity and an early childhood education, inclusion of children with disabilities, homelessness in international context/street children and youth, social policies affecting children and families

**Bruce Tobin, PhD (Washington)**  
Expressive therapies, child abuse and trauma, effects of television on child development, issues in inter-cultural counselling in First Nations communities

**Steve Van Bockern, EdD (South Dakota)**  
Youth placed at risk, strength-based classroom discipline, personal and professional development, best practice teaching and school leadership, emotional intelligence, resiliency

**Emily Vargas-Baron, PhD (Stanford)**  
National-level policy planning for integrated early 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 First Nations Partnership Program and the Early Childhood Development Virtual University.

Financial Support
The School provides funding to a limited number of students in the form of fellowships, research assistantships, and teaching assistantships. University of Victoria Fellowships (currently up to $15,000 for MA degree candidates, up to $18,000 for PhD candidates) may be awarded annually to registered full-time students of high academic standing (7.0 on the UVIc grading scale/ A- or above, with applications completed before February 15). Teaching or research assistantships may be obtained from the University through employment in the department.

Students in Child and Youth Care may be nominated for a limited number of additional scholarships. Detailed information on awards and application procedures and deadlines is available at the Faculty of Graduate Studies website: <www.uvic.ca/grad>. The provincial and federal governments each offer student loans to full-time candidates who meet the requirements. In addition, the University of Victoria Tuition Bursary Fund offers assistance to qualified students in serious financial difficulty.

Students should also apply for external sources of funding through agencies such as Social Sciences and Humanities Research Council (at <www.sshrc.ca>), the Canadian Institute for Health Research <www.cihr.ca>, the Michael Smith Foundation <www.msfhr.org> and from other provincial and federal funding agencies.

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

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society

- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information appropriate to the purposes and trust given when that information was acquired
- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

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

ADMISSION REQUIREMENTS

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

Admission To Master's Programs
Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications, with an academic standing acceptable to the School and the Faculty of Graduate Studies. In general, this means a B standing (5.0 GPA) or better in the final two years of the undergraduate degree. Students who do not have an undergraduate degree in Child and Youth Care will be expected to have successfully completed an upper level course in developmental theory focused on children, youth and their families and to demonstrate suitability for the master's program in terms of an appropriate vocational background and future career goals. In addition, all applicants 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 resume, with complete work, education, training and activity history; professional references; and a sample of academic writing. A personal statement of intent related to the program is also required.

The program 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 2014.

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 in a setting approved in writing by their program supervisor. A wide range of child and youth care settings and programs are suitable, and selection should be made in consultation with the student's program supervisor. Individual students are responsible for all related field work costs, including travel, criminal records checks, telephone, accommodation and other costs.

**Master's—Thesis Option**

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

- 15.0 units of core courses and electives
- 6.0 units of thesis

### 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 565 (1.5)** Child and Adolescent Development in Context
- **CYC 599 (6.0)** Thesis

### Program Electives

- **CYC 547 (1.5)** Professional Leadership in Child and Youth Care
- **CYC 549 (1.5)** 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 558 (1.5)** Graduate Writing Seminar
- **CYC 561 (1.5 or 3.0)** Special Topics in Child and Youth Care Theory
- **CYC 562 (1.5 or 3.0)** Special Topics in Child and Youth Care Intervention
- **CYC 563 (1.5)** Specialized Practicum in Child and Youth Care
- **CYC 564 (1.5 or 3.0)** Special Topics in Child and Youth Care Research
- **CYC 566 (1.5)** Implementing the UN Convention on the Rights of the Child
- **CYC 590 (1.5 or 3.0)** Directed Studies in Child and Youth Care

### Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The 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 minimum 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).

### 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 21 units:

- 15.0 units of core courses and electives
- 6.0 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 or 3.0)** Practicum in Child and Youth Care
- **CYC 565 (1.5)** Child and Adolescent Development in Context
- **CYC 598 (6.0)** 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 558 (1.5)** Graduate Writing Seminar
- **CYC 561 (1.5 or 3.0)** Special Topics in Child and Youth Care Theory
- **CYC 562 (1.5 or 3.0)** Special Topics in Child and Youth Care Intervention
- **CYC 563 (1.5)** Specialized Practicum in Child and Youth Care
- **CYC 564 (1.5 or 3.0)** Special Topics in Child and Youth Care Research
- **CYC 566 (1.5)** Implementing the UN Convention on the Rights of the Child
- **CYC 590 (1.5 or 3.0)** Directed Studies in Child and Youth Care

### Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The 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.

### 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 590 (1.5 or 3.0)** Directed Studies in Child and Youth Care
- **CYC 599 (6.0)** Thesis
- **CYC 671 (1.5)** Special Topics in Child and Youth Care
CYC 568 (1.5) Program Evaluation and Policy in Child and Youth Care
CYC 569 (1.5) Human and Organizational Change
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.

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 "Work Terms" on page 32.

Community Development

GENERAL INFORMATION

Contact Information
School of Public Administration
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Director: Evert A. Lindquist
E-mail: evert@uvic.ca
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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:
E-mail: macd@uvic.ca
Phone: 250-721-8074

Faculty Members and Areas of Research
Catherine Althaus-Kaefer, PhD (Griffith)
Public policy processes, risk analysis and risk theory, public sector leadership, bioethics,

religion and politics, comparative policy and public sector management.

Emmanuel Brunet-Jailly, PhD (UWO)
Local government and politics; crossborder regions; comparative urban politics.

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

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

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

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

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

Tara Ney, PhD (Southampton)
Conflict-related impact of policy; discourse theory and conflict; family law policy; healthcare policy processes; restorative justice.

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

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

Adjunct and Cross-Listed Appointments

Darlene Clover, PhD (Toronto - OISE)
Women in leadership; community arts; adult education.

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

Sabine Lehr, PhD (UVic)
International HR management, organizational behaviour; international marketing and accounting, multi-national enterprises, international finance.

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

Heather McRae, PhD (SFU)
Governance and leadership in public and non-profit organizations, community-based adult education theory and practice.

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

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

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

**Degrees and Specializations Offered**

MA in Community Development.

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

Students 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 15 for International applicants.
- December 1 for Domestic 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, 530 or 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

**Residential Workshop: On campus**

**First Fall: Online**

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

**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

**Residential 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
- **CD 596/598 (4.5)** Master's project

Program requirements for students admitted prior to May 2013 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.

**Contact Information**

Department of Computer Science

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Graduate Adviser: Dr. Alex Thomo
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Phone: 250-472-5786
Graduate Secretary: Wendy Begg
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

Jason Corless, MSc (Victoria)

- Networking, compiler construction, data compression
Daniela E. Damian, PhD (Calgary)
Software engineering, requirements engineering, computer-supported collaborative work, human-computer interaction, global software development

Sudhakar N.M. Ganti, PhD (Ottawa)
Trends in data networking, traffic management, quality of service, protocols, routing, traffic engineering, network design, switching architectures, optical networks, performance evaluation, queuing theory

Daniel M. German, PhD (Waterloo)
Software engineering, software evolution, open source software development, and intellectual property

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

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

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

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

LillAnne Jackson, PhD (Calgary)
Multiprocessor shared memory models, teaching concurrency, computer science education, distributed systems

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, autonomous computing, adoption-centric software engineering, software architecture, software reverse engineering, software reengineering, program understanding, visualization, and software engineering tool evaluation

Jon C. Muzio, PhD (Nottingham)
VLSI design and test, fault tolerant computing, design for testability, built-in self-test, multiple valued systems

Wendy Myrvold, PhD (Waterloo)
Graph theory, graph algorithms, network reliability, embedding graphs on surfaces, Latin squares, combinatorial algorithms

Jiapeng Pan, PhD (Southeast, Nanjing)
Protocols for advanced networking, performance analysis of networked systems, applied network security

Frank Ruskey, PhD (Calif, San Diego)
Combinatorial algorithms

Micaela Seru, PhD (Victoria)
Hardware/software co-design, VLSI design and test

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

Alex Tho, 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

Melanie Tory, PhD (Simon Fraser)
Human-computer interaction, visualization, computer-supported collaborative work

George Tzanetakis, PhD (Princeton)
Audio signal processing, computer music, machine learning, human computer interaction

William W. Wadge, PhD (Calif, Berkeley)
Logic, semantics, programming languages, dataflow computation, artificial intelligence

Jens H. Weber, Dr. rer.nat (Paderborn)
Software engineering, data and knowledge engineering, health informatics, graph transformation systems, reengineering

Sue Whitesides, PhD (Wisconsin)
Algorithms, discrete and computational geometry, motion planning, discrete mathematics

Kai 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

Michael Zastre, PhD (Victoria)
Compiler construction, compiler optimization, semantic web, digital photography

Emeritus Faculty

John A. Ellis, PhD (Northwestern)
Theoretical computer science, computational complexity, algorithms

Eric G. Manning, PhD (Illinois)
Computer networks, distributed computing, QoS for multimedia

D. Dale Olesky, PhD (Toronto)
Linear algebra (especially matrix theory and combinatorial matrix analysis), numerical linear algebra, graph theory

2013-14 UVIC CALENDAR

Frank D. K. Roberts, PhD (Liverpool)
Numerical analysis, approximation theory

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

Adjunct and Cross-Listed Appointments

Ian Barrodale, PhD (Liverpool)
Scientific programming applications, numerical analysis, operations research, object-relational database applications

Alexandra Brunzan Albu, PhD (Bucharest)
Computer vision, pattern recognition, image processing, human-computer interaction

Peter E. 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

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

Maia Hoeberechts, PhD (Western Ontario)
Ocean science technology

Ajay Kapur, PhD (Victoria)
Robotics, human-computer interaction, computer music

Dimitrios Marinakis, PhD (McGill)
Sensor networks

Morgan Price, CCFP (British Columbia)
Informatics

W. Andrew Schloss, PhD (Stanford)
Electronic and computer music, musical acoustics, ethnomusicology

Sheryl Staub-French, PhD (Stanford)
Design coordination, constructability reasoning, visualization, activity-based cost estimating

Colin Swindells, PhD (British Columbia)
Human–computer interaction, user modelling

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 wide range of up-to-date computing equipment for study and research.

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

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

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

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

Separate application forms are not required for the minimum support level funding described in 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 <web.csc.uvic.ca/grad>.

Admission Requirements
General
Initial inquiries regarding graduate studies in Computer Science should be addressed to the Graduate Secretary, Department of Computer Science. Application information may be obtained from the Graduate Admissions and Records Office or downloaded from the website: <registrar.uvic.ca/grad>.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Department of Computer Science is 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 study in Computer Science. Applicants from outside of Canada should note that it sometimes takes longer for all documentation to be received (all post-secondary transcripts, assessment reports, TOEFL, GRE). Graduate Admissions and Records will hold your application until all documentation has been received and assessed, at which time they will forward it to our department, providing university and department requirements are met.

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

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

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

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

Thesis-based Master’s Course Requirements
The Master’s Program consists of a minimum of 15 units, which include course work, a seminar course (CSC 595) and a Master’s thesis (CSC 599). All courses are valued at 1.5 units. At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. A typical program would include: the seminar course, CSC 595 (1.5 units); three courses at the 500 level (4.5 units); two courses at the 400 or 500 level (3.0 units); and the Master’s thesis, CSC 599 (6.0 units). Each student must satisfy the MSc Breadth Requirements as specified in the department MSc Regulations (<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
seminar course (CSC 595) and a Master's project (CSC 598). All courses are valued at 1.5 units. At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. A typical program would include: the seminar course, CSC 595 (1.5 units); five courses at the 500 level (7.5 units); two courses at the 400 or 500 level (3.0 units); and the Master's project, CSC 598 (3.0 units). Each student must satisfy the MSc Breadth Requirements, as specified in the department MSc Regulations at <www.csc.uvic.ca/grad>.

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

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: the seminar course, 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 seminar 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, the seminar course (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 seminar course.

Each student must satisfy the PhD Breadth Requirements as specified in the department PhD Regulations at <www.csc.uvic.ca/grad>.

Candidacy
Each student must pass CSC 693 within two years of first registering as a provisional doctoral student and at least six months before the PhD dissertation is defended in an oral examination. A PhD student should be registered in CSC 693 from the start of the program. 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. 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 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 "Work Terms" on page 32.

Cultural Heritage Management

GENERAL INFORMATION

Contact Information
Cultural Heritage Management Program
Department of History in Art in cooperation with the Division of Continuing Studies
Location: Division of Continuing Studies Building, Room 343

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 centers, 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
GRADUATE PROGRAMS

- 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, 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.

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 HA 488A, HA 488M, HA 488P, HA 488Q, or other HA 488 or HA 489 courses, or CH 584 Topics in Cultural Heritage Management (1.5), with the approval of the Program Adviser. When 400 level-courses are identified as electives, they will be offered as either CH 588 Special Studies in Museum Studies or CH 589 Special Studies in Heritage Conservation for GPD student participation.

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 3010 Stn CS6
Victoria, BC V8P 5C2
Canada
Courier Address:
Department of Curriculum and Instruction
3800 Finnerty Road
MacLaurin Building, Room A541
Victoria, BC V8P 5C2
Canada
Telephone Number:.............. 250-721-7808
Fax Number:.............. 250-721-7598
Email: cdgrad@uvic.ca
Website: <uvic.ca/education/curriculum>
Chair: Dr. Leslee Francis Pelton
Email: cichair@uvic.ca
Phone:.............. 250-721-7886
Graduate Secretary
Email: cdgrad@uvic.ca
Phone:.............. 250-721-7882

Faculty Members and Areas of Research

Robert J. Anthony, PhD (Toronto)
Developmental language arts, applied linguistics, cross cultural education
Laurie Rae Baxter, PhD (Ohio State)
Media and popular culture, arts and cultural policy, curriculum studies
Deborah L. Begoray, PhD (British Columbia)
Secondary English language arts, literacy, visual literacy and media, literacy and health

Donald L. Bergland, EdD (British Columbia)
Digital arts and technology, 3D interactive environments, multimedia, digital graphics, audio production, technology and art, technoe-tnography, creativity, studio production

David W. Blades, PhD (Alberta)
Theory and philosophy of science education curriculum, science education methodology, ethics and curriculum development, curriculum history and theory, world citizenship education, post-structuralism and curriculum change

Jillianne Code, PhD (Simon Fraser)
Educational psychology, educational technology, instructional design, measurement and assessment, agency in learning, immersive virtual environments, research design, quantitative research methods

Robert C. Dalton, PhD (Ohio State)
Middle childhood art, spontaneous drawing and multicultural art education

Michael J. Emme, EdD (British Columbia)
Creative play strategies and collaborative research with children, children's visual experience of school, photography as an art form, 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, measurement and evaluation, computer applications in mathematics education

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

Valerie M. Irvine, PhD (Alberta)
Educational technology, information and communication technologies (ICT) in education, e-learning, online learning community development, research methodology and statistics

Mary C. Kennedy, PhD (Washington)
Creativity and the creative process, choral music, music and community, multicultural music

Mijung Kim, PhD (Alberta)
Scientific literacy and inquiry teaching, elementary and middle science curriculum, Critical thinking and problem based learning, Environmental education, teacher education

Gerald N. King, EdD (Brigham Young)
Secondary instrumental/choral music education methodology, curriculum and instruction; conducting; qualitative research

Graham P. McDonough, PhD (Toronto)
Philosophy of education, moral education; dissent and minority rights; Catholic education; religion/spirituality in schools; religious schooling philosophy in high schools

Onowa McIvor, PhD (British Columbia)

James L. Nahachewsky, PhD (Alberta)
Secondary and Middle language and literacy, multiliteracies, changes to reading and writing in digital times, curriculum theory

Rhonda Nixon, PhD (Alberta)
Teacher pre-service and in-service learning in language and literacy, multimodal practices and assessment, children's and young adult literature, digital literacies, multimodal qualitative research methods, spatial and ecological theories of teaching and learning

Syliva J. Pantaleo, PhD (Alberta)
Language and literacy, children's and young adult literature, literature-based literacy programs, literary theory, elementary curriculum, teacher education

Timothy Pelton, PhD (Brigham Young)
Mathematics education, educational technologies, computer based instruction, response systems, measurement and assessment

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

Monica Prendergast, PhD (Victoria)
Drama/theatre education, applied drama/theatre, curriculum theory, aesthetic philosophy, performance theory, arts-based research, poetic inquiry

Jason Price, PhD (OISE)
Democratic approaches to teaching and learning, education of students constructed as “at risk”, Indigenous education, social studies education in aid of peace, economic and environmental justice

Helen Raptis, PhD (Victoria)
Educational history, sociology of education, multicultural and minority education, educational policy, school effectiveness and school improvement

Theodore J. Riecken, EdD (British Columbia)
Participatory and community based research methodologies, digital video as a research tool, Aboriginal education, ethnography and education, youth and society

Carmen Rodriguez de France, PhD (Victoria)
Aboriginal Education, Early Childhood Education, Immigration/Multiculturalism, Race and ethnic relations

Wolff-Michael Roth, PhD (Southern Mississippi)
Workplace studies, cultural-historical activity theory, conversation analysis, semiotics, gesture studies, applied cognitive science, science education, phenomenological inquiry and hermeneutic analysis, human-computer interaction, representation in scientific practice, epistemology, discourse analysis, research design (quantitative and qualitative)

Katherine J. Sanford, EdD (Alberta)
Literacy, alternative literacies, gender, teacher education, assessment, middle school education, mentorship, teacher research, qualitative research methodology

Jennifer Thom, PhD (UBC)
Curriculum studies and elementary mathematics education, theories of mathematical understanding, ecological/complex/EMBODIED forms of teaching and learning

Ruthanne Tobin, PhD (Victoria)
Elementary language arts, instructional practices for struggling literacy learners

Michelle Wiebe, EdD (Montana)
Assessment in art (studio assessment, self assessment, theory assessment), leadership in the arts, arts program reform curriculum development

Lorna Williams, EdD (Tennessee)
First Nations ancestry, indigenous culture and traditions

Degrees and Specializations Offered
The Department of Curriculum and Instruction offers programs leading to the Master of Arts and Master of Education degrees in the following areas:

- Art
- Curriculum Studies
- Elementary Education
- Language and Literacy
- Mathematics
- Music
- Science
- Social Studies
- Social, Cultural and Foundational Studies

The Faculty of Education at the University of Victoria offers a Doctor of Philosophy in Educational Studies. There are seven areas of specialization within this program:

- Art
- Curriculum Studies
- Early Childhood Education
- Language and Literacy
- Mathematics
- Music
- Social, Cultural and Foundational Studies

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

Financial Support
All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Department of Curriculum and Instruction cannot guarantee funding but 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 resume and cover letter to the Chair of Curriculum and Instruction. These positions are normally held for students who have completed at least one term of course work in the PhD program.

**Research Assistants:**

Individual faculty members with external research grants may employ graduate students as research assistants. The details about these appointments (salary, hours, etc.) are worked out between the individual graduate student and the faculty member.

**Workstudy Positions:**

Students must qualify through the Career Services office. Please visit their website for further information (<www.uvic.ca/coopandcareer/home/home/whatiscareer/index.php>).

**Academic Income Supplements (AIS):**

Students who are employed in positions as described above may receive up to $6,000 subsidy per annum from the Faculty of Graduate Studies. Applicants are to submit appropriate appointment forms to the Graduate Secretary within the first week of classes every term to be considered.

Academic Income Supplements are not guaranteed and will likely conclude after two years for a Master's student and three years for a PhD student (the expected time for completion).

**Application Deadlines**

**Regular Student Application Deadlines 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 application package must consist of an application form, application fee, resume, letter of intent, two assessment forms, transcripts and, for international students, TOEFL score. Examples of writing are required if you are applying to the PhD program only. See "Faculty Admissions", page 16, for Graduate Studies requirements. All materials are to be sent to the Graduate Admissions and Records Office.

The selection process is based on the strength of the application file and the availability of an appropriate supervisor.

**Master of Arts**

In addition to the usual admission requirements of the Faculty of Graduate Studies, some programs may require relevant professional experience.

**Master of Education**

In addition to the usual admission requirements of the Faculty of Graduate Studies, applicants must have had at least two years of successful relevant professional experience.

**PhD Programs**

Admission requirements include a master's degree, good academic standing, and demonstrated research and writing ability.

**Program Requirements**

**Master's – Thesis and Project-based**

MA programs in Education require at least 15 units of course work, including thesis, of which no more than 3 units may be at the 300 and 400 level. A minimum of 12 units of out of the total 15 units must be at the graduate level. A research-based thesis must be written and successfully defended in an oral examination.

ME programs require at least 15 units of course work, including a project, of which no more than 3 units may be at the 300 and 400 level. A minimum of 12 units of out of the total 15 units must be at the graduate level. A project in research and/or curriculum development is required, and a comprehensive final examination (written and/or oral).

**Art Education (MED or MA)**

This degree is a career credential intended for students who wish to develop their competencies in teaching studio-based art activities at the elementary and secondary school levels as well as in community settings. MED program courses are offered in three (3) consecutive summers. For the next intake date, please refer to website: <www.uvic.ca/education/curriculum/programs-courses/graduate/ae/index.php>. Those interested in completing the program as an MA should contact the Art Education Graduate Area Adviser.

**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 Presentation and Dissemination

**Oral Examination**

Yes.

**Program Length**

Three summers.

**Curriculum Studies (MED or MA)**

These programs foster critical analysis of educational discourses (for example, discourses of planning, implementation, evaluation, learning and teaching) to discern unintended as well as intended effects. This analysis is focused not only at the system level, but also and more importantly, at the level of each person's daily professional practice, where the political and the personal are inevitably intertwined. The ethical question of how to act responsibly and appropriately is paramount.

**Course Requirements: Total = 15 units**

**Curriculum Studies—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 597 (1.5) Comprehensive Exam (MED program only)

EDCI 598 (3.0) Project

ELECTIVES (6.0)

**Curriculum Studies—Thesis Option (MA)**

EDCI 531 (1.5) Critical Discourses in Curriculum Studies

EDCI 532 (1.5) Emerging Trends and Topics in Curriculum Studies

EDCI 580 (1.5) Qualitative Research Methods

EDCI 599 (4.5) Thesis

ELECTIVES (6.0)

**Oral Examination**

Yes.

**Program Length**

Full-time one to two years; part-time three years.

**Early Childhood Education – Project-based Option (MED)**

**Course Requirements: Total = 15 units**

1.5 units of:

EDCI 531 (1.5) Critical Discourses in Curriculum Studies

EDCI 532 (1.5) Emerging Trends and Topics in Curriculum Studies

EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change

3.0 units of:

EDCI 550 (1.5) Seminar: Research in Early Childhood Education

EDCI 580 (1.5) Qualitative Research Methods

Other required courses (6.0 units):

EDCI 551 (1.5) The Young Child in Today’s Society

EDCI 552 (1.5) Contemporary Trends in Early Childhood Education

EDCI 553 (1.5) International ECE: Comparing Commonalities and Differences

EDCI 554 (1.5) Comparative ECE: Curriculum, Context and Culture

EDCI 555 (1.5) Program Development for Early Childhood

EDCI 597 (1.5) Comprehensive Examination

EDCI 598 (3.0) Project

**Social, Cultural and Foundational Studies (MED or MA)**

The MED or MA options provide students with the research skills and knowledge to work as master teachers, educational leaders, adminis-
Pursue careers in educational research and pre-school to adult, and for those intending to further their knowledge of pedagogical issues and practices relating to the teaching of Language and Literacy in populations ranging from 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.

**Language and Literacy – Thesis Option (MA)**

EDCI 517 (1.5) Reading Processes in the School Curriculum: Research

EDCI 556 (1.5) Language Processes in the School Curriculum: Writing

EDCI 536 (1.5) Language Processes in the School Curriculum: Oracy

EDCI 597 (1.5) Comprehensive Exam (MED program only)

EDCI 598 (3.0) Project

Electives (6.0) Chosen in consultation with

**Language and Literacy – Project-based Option (MED)**

EDCI 517 (1.5) Reading Processes in the School Curriculum: Research

EDCI 556 (1.5) Language Processes in the School Curriculum: Writing

EDCI 536 (1.5) Language Processes in the School Curriculum: Oracy

EDCI 597 (1.5) Comprehensive Exam (MED program only)

EDCI 598 (3.0) Project

Electives (6.0) Chosen in consultation with

Language and Literacy (MA or MEd)

These programs are intended for those wishing to further their knowledge of pedagogical issues and practices relating to the teaching of Language and Literacy in populations ranging from pre-school to adult, and for those intending to pursue careers in educational research and teaching at the college or university level. Programs are designed to accommodate students' individual interests and objectives, and are undertaken with the guidance and direction of an academic supervisor.

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### Fall Online

EDCI 591 (1.5) Literacies in Middle Years Social Studies, Science and Math (online)

### Spring Online

EDCI 591 (1.5) Multiple Literacies in the Middle Years (online)

### YEAR II (4.5 units)

**Summer at UVic**

EDCI 598A (1.5) A Project Proposal and Literature Review

**Fall Online**

EDCI 597 (1.5) Comprehensive Examination

EDCI 598B (1.5) Project Presentation and Dissemination

Master's of Education degree completed.

Mathematics, Science, Social Studies or Technology Education – Thesis Option (MA)

This program is designed to provide students with a strong background in educational research, professional education, and academic content. The program requires 15 units of work including a 4.5-unit thesis. The following courses outline a typical program, but all programs must be determined by the supervisor at the beginning of the program.

**Course Requirements: Total = 15 units**

EDCI 570/571 (1.5) Research in Curriculum and Instruction: Social Studies, Geography, History, Math, Science, Environmental Education

1.5 to 3.0 units of Research and/or Statistical Methods, selected from:

- EDCI 580 (1.5) Qualitative Research Methods
- ED-D 560 (1.5) Statistical Methods in Education
- ED-D 561A (1.5) Methods in Educational Research

Or other Approved Courses

EDCI 599 (4.5) Thesis

One of

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

**ELECTIVES (4.5-6.0)**

Related Education or Academic Content Courses

### Oral Examination

Yes.

**Program Length**

Two years.

### 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.

**YEAR I (6.0 units)**

**Summer at UVic**

EDCI 517 (1.5) Reading Processes in the School Curriculum: Research

EDCI 556 (1.5) Language Processes in the School Curriculum: Writing

Fall Online

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

Spring Online

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

**YEAR II (6.0 units)**

**Summer at UVic**

EDCI 536 (1.5) Language Processes in the School Curriculum: Oracy

EDCI 580 (1.5) Qualitative Research Methods

---

**Language and Literacy – Project-based Option (MED)**

EDCI 517 (1.5) Reading Processes in the School Curriculum: Research

EDCI 556 (1.5) Language Processes in the School Curriculum: Writing

EDCI 536 (1.5) Language Processes in the School Curriculum: Oracy

EDCI 597 (1.5) Comprehensive Exam (MED program only)

EDCI 598 (3.0) Project

Electives (6.0) Chosen in consultation with

**Social, Cultural and Foundational Studies – Thesis Option (MA)**

ONE Research Methodology course (1.5) (to be selected by student and supervisor)

And TWO additional courses from the following list:

- EDCI 520 (1.5) Seminar in Contemporary Issues in Philosophical Perspective
- EDCI 521 (1.5) Contemporary Educational in Historical Perspective
- EDCI 522 (1.5) Philosophy of Education Through Film and Media
- EDCI 523 (1.5) Diverse Voices and Visions in Education
- EDCI 525 (1.5) Planning for Effective Schools
- EDCI 597 (1.5) Comprehensive Examination
- EDCI 598 (3.0) Project
- Electives (6.0) Approved in consultation with student's supervisor

---

**Language and Literacy – Project-based Option (MED)**

EDCI 517 (1.5) Reading Processes in the School Curriculum: Research

EDCI 556 (1.5) Language Processes in the School Curriculum: Writing

EDCI 536 (1.5) Language Processes in the School Curriculum: Oracy

EDCI 597 (1.5) Comprehensive Exam (MED program only)

EDCI 598 (3.0) Project

Electives (6.0) Chosen in consultation with

**Social, Cultural and Foundational Studies – Thesis Option (MA)**

ONE Research Methodology course (1.5) (to be selected by student and supervisor)

And TWO additional courses from the following list:

- EDCI 520 (1.5) Seminar in Contemporary Issues in Philosophical Perspective
- EDCI 521 (1.5) Contemporary Educational in Historical Perspective
- EDCI 522 (1.5) Philosophy of Education Through Film and Media
- EDCI 523 (1.5) Diverse Voices and Visions in Education
- EDCI 525 (1.5) Planning for Effective Schools
- EDCI 599 (4.5) Thesis
- Electives (6.0) Approved in consultation with student's supervisor

**Language and Literacy (MA or MEd)**

These programs are intended for those wishing to further their knowledge of pedagogical issues and practices relating to the teaching of Language and Literacy in populations ranging from pre-school to adult, and for those intending to pursue careers in educational research and teaching at the college or university level. Programs are designed to accommodate students' individual interests and objectives, and are undertaken with the guidance and direction of an academic supervisor.
GRADUATE PROGRAMS

Programs must be determined by the supervisor at the beginning of the program.

Course Requirements: Total = 16.5 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 532 (1.5) Emerging Trends and Topics</td>
<td></td>
</tr>
<tr>
<td>EDCI 570/571 (1.5) Research in Curriculum</td>
<td></td>
</tr>
<tr>
<td>and Instruction: Math, Science, Social</td>
<td></td>
</tr>
<tr>
<td>Studies, Geography, History, Environmental</td>
<td></td>
</tr>
<tr>
<td>EDCI 572 (1.5) Development and Implementation of the Curriculum in a Specific Area</td>
<td></td>
</tr>
</tbody>
</table>

Approved Research Methods Course (1.5)

EDCI 597 (1.5) Comprehensive Examination

EDCI 598 (3.0) Project

ELECTIVES (6.0) Approved in consultation with student’s supervisor

Oral Examination

Yes.

Programs Length

Two years.

Music Education (MEd or MA)

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

Course Requirements: Total = 16.5 units

Project-based Option (MEd)

Summer I (4.5 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 500A (1.5) advanced seminar in music</td>
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<tr>
<td>education I</td>
<td></td>
</tr>
<tr>
<td>EDCI 506A (1.5) Pedagogical Issues - current</td>
<td></td>
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<tr>
<td>EDCI 524 (1.5) Advanced Conducting</td>
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</table>

Summer II (4.5 units)

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 501 (1.5) research in music education</td>
<td></td>
</tr>
<tr>
<td>EDCI 506B (1.5) Pedagogical Issues - World Music</td>
<td></td>
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</tbody>
</table>

One from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 525A (1.5) Wind Conducting and literature I</td>
<td></td>
</tr>
<tr>
<td>EDCI 525B (1.5) Choral Conducting and literature I</td>
<td></td>
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</table>

Summer III (7.5 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 500B (1.5) advanced seminar in music education II</td>
<td></td>
</tr>
<tr>
<td>EDCI 597 (1.5) comprehensive examination - curriculum and instruction</td>
<td></td>
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<tr>
<td>EDCI 598 (3.0) Project</td>
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</tbody>
</table>

One from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 526A (1.5) Wind Conducting and literature II</td>
<td></td>
</tr>
<tr>
<td>EDCI 526B (1.5) Choral Conducting and literature II</td>
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</tbody>
</table>

Thesis Option (MA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 500A (1.5) advanced seminar in music education</td>
<td></td>
</tr>
<tr>
<td>EDCI 599 (4.5) Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Electives (6.0) Approved in consultation with student’s supervisor

and 3 units selected from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 580 (1.5) qualitative research methods</td>
<td></td>
</tr>
<tr>
<td>EDC-D 561A (1.5) Methods in educational research</td>
<td></td>
</tr>
<tr>
<td>EDCI 501 (1.5) Research and Evaluation in Music Education</td>
<td></td>
</tr>
</tbody>
</table>

Oral Examination

Yes, for MA.

Comprehensive Examination

Yes, for MEd.

Program Length

Three summers for MEd, two years for MA.

Doctor of Philosophy (PhD)

The PhD in Educational Studies is a research-oriented program designed for students who wish to develop a comprehensive understanding and an integrated perspective of current educational theory and practice. It prepares graduates for professional, research and teaching positions in colleges and universities, or for leadership roles in school districts, provincial ministries and other public and private organizations, with regard to planning and implementation of curriculum, instructional innovations and staff development programs. There are seven areas of specialization within this program: Art Education; Curriculum Studies; Early Childhood Education; Language and Literacy; Mathematics, Science, Technology, and Environmental Education; Music Education; Social, Cultural and Foundational Studies.

Course Requirements: Total = 45 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Required (1.5)</td>
<td></td>
</tr>
<tr>
<td>EDCI 600 (1.5) Contemporary discourses in educational studies</td>
<td></td>
</tr>
<tr>
<td>EDCI 601 (1.5) Interdisciplinary doctoral seminar</td>
<td></td>
</tr>
<tr>
<td>EDCI 681 (1.5) Advanced research methodologies in educational studies</td>
<td></td>
</tr>
<tr>
<td>EDCI 693 (3.0) candidacy examination</td>
<td></td>
</tr>
</tbody>
</table>

Specialty and Elective Courses, Total: 7.5 units*

* Normally up to 6 units of contemporary equivalent or appropriate graduate coursework not used toward 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 31). A maximum of 3.0 upper level undergraduate level units may be used toward the degree with the approval of the supervising professor in consultation with the supervisory committee, the departmental Graduate 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 applica-
Electives (3.0 units) as approved by supervisory committee.

Mathematics, Science, Social Studies, Technology, and Environmental Education

Required (3 units):
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 579 (1.5) Knowing and Learning in Everyday Contexts

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

EDCI 578 (1.5) Science, Technology, Society and the Environment: Implications for Teaching
EDCI 672 (1.5) History and Philosophy of Mathematics, Science and Technology

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

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

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

Social, Cultural and Foundational Studies

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

Electives (3.0 units) as approved by supervisory committee.

Candidacy

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

Program Length

At least two years.

Co-operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Students require permission from their academic 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 "Work Terms" on page 32.

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

Faculty Members and Areas of Research
Tara Ney, PhD (Southampton)
Conflict-related impact of policy, discourse theory and conflict, war-affected children, family law policy, health-care policy processes, restorative justice. Graduate Coordinator, MADR Program.
program requires applicants to submit the following:
- a detailed résumé of background information, professional or other relevant experience
- a 500 word statement of intent outlining reasons for applying to the program

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

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

**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.
- February 15 for applicants who wish to be considered for University Fellowships. All applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work, as applicable, and whose applications are COMPLETE BY FEBRUARY 15 are automatically considered for these awards.
- March 15 for Domestic applicants.

**Program Requirements**

The program consists of 19.5 (Master's Project) or 21 (Master's Thesis) units of study and two optional co-operative work term placements. Students may choose a thesis or a project-based program. Completion of the degree is by oral examination.

**Course Requirements**
- Core Courses - DR 501, 502, 503, 505, 506, 511, 512, 515.
- Elective Courses - DR 507, 508, 510, and others as available. Other elective courses may be selected, with permission of the Graduate Adviser, from approved courses in related fields of study offered by other departments.
- Co-op Option Requirement: DR 589
- Final Requirement - Students choose to complete a DR 598 Master's Project or a DR 599 Master's Thesis.

**Master of Arts in Dispute Resolution**

**Fall: First Academic Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DR 500 (1.5)</td>
<td>Conflict Skills and Analysis</td>
<td></td>
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<tr>
<td>DR 501 (1.5)</td>
<td>Conflict, Culture, and Diversity</td>
<td></td>
</tr>
<tr>
<td>DR 502 (1.5)</td>
<td>Public Policy, Law, and Dispute Resolution</td>
<td></td>
</tr>
<tr>
<td>DR 505 (1.5)</td>
<td>Foundational Theories for Dispute Resolution</td>
<td></td>
</tr>
<tr>
<td>DR 589 (6)</td>
<td>Co-op Seminar: Introduction to Professional Practice</td>
<td></td>
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</tbody>
</table>

**Spring: Second Academic Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 506 (1.5)</td>
<td>Mediation Processes and Skills</td>
<td></td>
</tr>
<tr>
<td>DR 515 (1.5)</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>DR 512 (1.5)</td>
<td>Professional Ethics and Reflective Practice</td>
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</table>

**Fall: Third Academic Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 511 (1.5)</td>
<td>Conflict Specialists as Leaders</td>
<td></td>
</tr>
<tr>
<td>Elective (1.5)</td>
<td>See above list of elective courses for details. (Students may opt to take a second elective this term.)</td>
<td></td>
</tr>
<tr>
<td>DR 598 (4.5)</td>
<td>Master's Project</td>
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<tr>
<td>DR 599 (6.0)</td>
<td>Master's Thesis</td>
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</tbody>
</table>

**Spring: Second Co-op Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 508 (4.5)</td>
<td>Master's Project</td>
<td></td>
</tr>
<tr>
<td>DR 598 (4.5)</td>
<td>Master's Project</td>
<td></td>
</tr>
<tr>
<td>DR 599 (6.0)</td>
<td>Master's Thesis</td>
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</tbody>
</table>

**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 19.5 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 21 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 Summer term. 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 DR 589 Co-op Seminar: Introduction to Professional Practice in their first term in the program. Students are also referred to "Work Terms" on page 32.

**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, paleoecology, 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, BC V8W 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, BC V8P 5C2
Canada
Telephone Number: 250-472-5133
Fax Number: 250-721-6120
Email: seos@uvic.ca
Website: <www.seos.uvic.ca>
Director: Stephen T. Johnston
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Graduate Secretaries: Allison Rose
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Faculty Members and Areas of Research

Dante Cani, PhD (Alta), FRSC, Professor
Experimental and igneous petrology; petrogenesis of mantle-derived magmas; diamonds; evolution of mantle lithosphere

Laurence Coogan, PhD (Leicester), Associate Professor
Mid-ocean ridge processes, oceanic crust, hydrothermal fluxes, geospeedometry, experimental petrology, mantle dynamics

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

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

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

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 earth Earth, evolution of planetary atmospheres.

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

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

S. Kim Juniper, PhD (Canterbury), Professor (BC Leadership Chair) and Associate Director (Science) NEPTUNE Canada
Hydrothermal vents, biogeochemistry, microbial ecology, Benthos, deep-sea ecology, animal-microbial interactions, biomineralization

Jody M. Klymak, PhD (Wash), Associate Professor
Turbulent mixing, internal waves, coastal oceanography, estuarine oceanography, horizontal dispersion, internal tides, flow over topography

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

Thomas E. Pedersen, PhD (Edin), FRSC, FAGU
Professor and Director, Pacific Institute for Climate Solutions
Paleoclimatology and paleoceanography, sedimentary geochemistry, aquatic chemistry, geochemistry of submered mine wastes

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

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

Verena Tunncliffe, PhD (Yale), FRSC, Professor (Canada Research Chair)
Evolution of marine communities, hydrothermal vents, seamounts and fjords; interaction with physical and geological processes

Eileen Van der Flier-Keller, PhD (W Ont), Associate Professor
Earth science education, teacher training and professional development, public awareness of science, sedimentary environments and geochemistry

Diana E. Varela, PhD (Ubc), Associate Professor
Biological oceanography; biogeochemical cycles, phytoplankton physiology and ecology - variations in marine primary productivity and export production, nutrient utilization by phytoplankton, silicon isotopic fractionation by diatoms

Andrew J. Weaver, PhD (Ubc), FRSC, Professor (Canada Research Chair)
Climate change/variability; ocean/climate modelling; paleoclimate; physical oceanography; geophysical fluid dynamics

Michael Whiticar, PhD (Christian Albrechts), Professor
Biogeochemistry and stable isotope organic geochemistry of aquatic and terrestrial systems, including investigation of biosphere-geosphere interactions with greenhouse gases, sediments, soils, ice, gas hydrates and applications with environmental, energy and forensic sciences

Adjunct Faculty

Vivek Arora, PhD (Melbourne)
Biophysical and biogeochemical interactions between the terrestrial biosphere and the atmosphere; terrestrial carbon and nitrogen cycle modelling at large spatial scales; dynamic global vegetation models; land surface parameterizations for climate models; and hydrological processes in climate models

Christopher R. Barnes, PhD (Ott), DSc (Wat), CM, FRSC, PGeo
Paleozoic palaeontology, 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

Mauri Best, PhD (Chicago)
Skeletal carbonate preservation; global physical, chemical and biological controls on preservation of paleo-biological information, and transfer of carbon from the atmosphere-ocean to the lithosphere

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

Brian D. Bornhold, PhD (MIT)
Physical sedimentology, nearshore and coastal geological hazards, paleoceanography, modern sedimentary processes

John F. Cassidy, PhD (Ubc)
Earthquake hazard studies, including earth structure, earthquake source determination and wave propagation

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)
Carbon cycle modelling and terrestrial processes; atmospheric transport and chemistry of trace gases; regional climate modelling and downscaling: physical and chemical parameterizations for climate models

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

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

Greg Flato, PhD (Dartmouth)
Numerical 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. Frye, PhD (McGill)
Climate modelling and analysis; coupled models of atmosphere-ocen 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

Richard J. Hebda, PhD (Ubc)
Quaternary stratigraphy; vegetation and climate change; Holocene palynology to decode diet, medicine and agriculture of native peoples

Philip Hill, PhD (Dal)
Coastal sedimentary processes and geohazards, Fraser River Delta and Beaufort Sea

Paul Hoffman, PhD (Johns Hopkins)
Snowball Earth, Neoproterozoic Earth history,
origin and tectonic history of continents, stable isotopes, paleoceanography, paleoclimate, sedimentary geology, 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)
Ecosystem function and biogeochemistry in the ocean, using integrative models and field studies

Thomas S. James, PhD (Princeton)
Computer modelling focussing on glacio-isostatic adjustment for inferring ice mass history and Earth rheology; high-precision geodetic techniques for measuring crustal deformation and gravity changes; relative sea level and glacial history of British Columbia

Honn Kao, PhD (UUC)
Earthquake seismology; earthquake source studies, velocity structure inversion, seismogenic behaviour and processes in subduction zones, moment-tensor inversion and seismotectonics

Jed Kaplan, PhD (Lund)
Paleoenvironmental change; human-environment interactions; anthropogenic land cover change; terrestrial biogeochemical cycles; soil-vegetation-atmosphere interactions; paleoclimate reconstruction; earth system modeling; wetlands and methane emissions

Eric Kunze, PhD (Wash)
Ocean phenomena that contribute to mixing/stirring; parameterization of the impact of "subgradscale" processes on larger scales

David V. Lefebure, PhD (Carlton)
Economic geology and Cordilleran metallogeny, with emphasis on deposit models and mineral potential assessments

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

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

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

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

Norman McFarlane, PhD (Mich)
Global climate modelling; parameterization of physical processes in atmospheric models; middle atmospheric dynamics and modelling

Katrin Meissner, PhD (Bremen)
Paleoclimatic modelling and climate system; climate variability; the role of vegetation and ocean in climate change; geophysical fluid dynamics

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

Kathryn Moran, PhD (Dalhousie)
Arctic paleoclimate; ocean observatory science; science and technology policy; marine geotechnics; seafloor processes; ocean technology

Leanne J. Pyte, PhD (UVic)
Stratigraphy and sedimentology; biostratigraphy and paleontology

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

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

Peter Ross, PhD (Utrecht)
Marine mammals as sentinels of environmental contamination; toxicological effects of environmental contaminants on endocrine and immune systems of marine mammals; source, transport and fate of persistent organic pollutants in BC and the NE Pacific Ocean

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

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

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

Nadja Steiner, PhD (Inst. Meereskunde Kiel)
Modelling of ocean biogeochemistry; atmosphere-ocean-sea-ice-biochemistry interactions; sulphur cycle; global and site specific modelling

Kevin Telmer, PhD (Ott), Adjunct Associate Professor
Artisanal and small-scale gold mining, gold and mercury science, fish microchemistry, riverine geochemistry, low temperature geochemistry, environmental geochemistry, hydrogeology

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

Kelvin 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 (Queens)
Signal processing, statistical characterization of underwater ambient noise, and matched-field inversion, processing and tracking

Hidekatsu Yamazaki, PhD (Texas A & M)
Ocean turbulence, near ocean surface physical/biological interactions

Kirsten Zickfeld, PhD (U Potsdam)
Climate change - climate carbon cycle feedbacks, tipping points, earth system modelling, assessment of greenhouse gas emissions pathways, integrated assessment modelling of climate change

Degrees and Specializations Offered

The School of Earth and Ocean Sciences offers programs leading to Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in the general areas of geology, geophysics, oceanography and atmospheric science, with an emphasis on earth system science.

Facilities

The School offers its graduate students access to a range of equipment for study and research. In-house facilities include labs for Petrology, Geochemistry, Paleogeochemistry, Marine Geology, 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 [registrar.uvic.ca/grad]. A statement of research interests must be submitted with the completed application.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Language Proficiency", page 17) 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. To be guaranteed consideration for UVic Fellowships, applications must be received by February 15 for admission in September of the same calendar year.

**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. 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 "Work Terms" on page 32.

**Economics**

**General Information**

The Department of Economics is recognized for its strengths in both research and teaching. Areas of faculty research include both theoretical and applied economics, econometric theory and the history of economic thought. All faculty members have active research programs and publish regularly in academic journals. In addition, faculty members have made important applied contributions to industry and governments at various levels. The department's teaching is highly regarded, with a strong emphasis on 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/econ/graduate](http://www.uvic.ca/econ/graduate)

**Contact Information**

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Website: <web.uvic.ca/econ/graduate>  
Chair: Dr. David Scoones  
Email: econchr@uvic.ca  
Phone: 250-721-8532  
Graduate Adviser: Dr. Judith Clarke  
Email: egrad@uvic.ca  
Phone: 250-721-8542  
Graduate Secretary: Mrs. Candace Aitken  
Email: gradecon@uvic.ca  
Phone: 250-472-4409

Faculty Members and Areas of Research

M. Christopher Auld, PhD (Queen’s)  
Health economics, microeconomics  
J. Clarke, PhD (Canterbury)  
Theoretical and applied econometrics  
Pascal County, PhD (Chicago)  
Industrial organization, personnel economics, behavioural economics  
Merwan Engineer, PhD (Queen’s)  
Monetary and macroeconomic theory  
Martin Farnham, PhD (Michigan)  
Public finance, labour economics, urban economics  
Donna Feir, PhD (UBC)  
Labour economics, applied econometrics, aboriginal policy  
David E. Giles, PhD (Canterbury)  
Applied and theoretical econometrics  
Elisabeth Gugl, PhD (Rice)  
Public economics, family economics, applied microeconomic theory  
Emma Hutchinson, PhD (Michigan)  
Environmental economics, law & economics, applied microeconomics  
Peter W. Kennedy, PhD (Queen’s)  
Microeconomic theory, industrial organization, environmental economics  
Alok Kumar, PhD (Queen’s)  
Monetary economics, macroeconomics, development economics  
Carl A. Mosk, PhD (Harvard)  
Japanese economic development, population economics  
Daniel Rondeau, PhD (Cornell)  
Environmental and resource economics, microeconomics, experimental methods  
Nilanjana Roy, PhD (California, Riverside)  
Econometrics, development economics  
Malcolm Rutherford, PhD (Durham)  
History of economic thought, methodology, institutional economics  
Herbert J. Schuetze, PhD (McMaster)  
Labour economics  
Paul Schure, PhD (EUI, Florence)  
Financial economics, financial intermediation theory, industrial organization  
David Scoones, PhD (Queen’s)  
Microeconomic theory, applied microeconomics, microeconomic policy  
Kenneth G. Stewart, PhD (Michigan)  
Econometrics, monetary theory  
G. Cornelis van Kooten, PhD (Oregon State)  
Agricultural and resource economics

Graham M. Voss, PhD (Queen’s)  
Macroeconomics, international economics, monetary economics  
Linda A. Welling, PhD (Western)  
Industrial organization, microeconomic theory, intergovernmental tax competition  
Adjunct and Cross-Listed Appointments  
Jen Baggs, Business, PhD (UBC) (2013-2016)  
International business  
Lynda Gagné, Public Admin., PhD (UBC) (2011-2014)  
Economics of the family, health economics, public finance  
Charles Knickerbocker Harley, Adjunct Professor, PhD (Harvard) (2011-2014)  
Economic history  
Jill R. Horwitz, Adjunct Professor, PhD (Harvard) (2013-2016)  
Health Policy  
Alan Mehlbacher, Adjunct Assistant Professor, PhD (UVic) (2012-2014)  
Game theory, international relations, economic growth  
Bradley Stennes, Adjunct Assistant Professor, PhD (UBC) (2013-2016)  
Forest economics, natural resource economics  
Lindsay Tedds, Public Admin., PhD (McMaster) (2010-2014)  
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 required 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’s 9-point scale) are considered for University of Victoria Fellowships. Consideration for these awards is automatic upon receipt of application by February 15 of the same calendar year. In addition, the department has a number of fellowships and scholarships available each year that are awarded on the basis of academic excellence. Further support is provided in the form of Teaching Assistantships (TA), usually supplemented with Academic Income Supplements (AIS). Research Assistantships may also be available. All eligible students are encouraged to apply for provincial, federal and external funding, particularly from the Social Sciences and Humanities Research Council (<www SSHRC.ca>). For 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 AIS funding.

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 17, for admission.

Applicants without undergraduate training in Economics may apply for a one-year program to prepare for the graduate program. This program requires 15 credits of Economics courses, including microeconomic, macroeconomic and econometric theory, as well as electives tailored to the student’s needs and interest, chosen in consultation with the department Graduate Adviser. A minimum GPA of 7.0 (A-) in these courses will result in automatic admission to the MA program; students with lower averages may enter after selection in the regular admission process.

Entry into either the MA or PhD program is in September. Availability of courses and faculty varies from year to year. The department web page should be consulted for the most up-to-date information: <web.uvic.ca/econ/graduate/courses.php>.

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 re-
search 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 up to 12 units of credit towards their PhD program. Students wishing to transfer from another graduate program may also receive credit towards their program. 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. Complete domestic applications must be received by January 31 in order to be given consideration for entry in September of the same calendar year and for financial assistance. International applications must be received by the Graduate Admissions and Records Office by December 15. Applications received after these deadlines may be accepted; however, there is no guarantee that the application will be processed and evaluated in time for a decision for the desired entry point or to obtain a student visa.

Students should keep in mind that substantial lead time is required to register for and take (if required) the GRE and the TOEFL 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 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 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.

**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.

**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 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.

**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 be given credit for a maximum of 12 units, 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.

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 awarded 21 units. The dissertation is written under the supervision of a supervisory committee, nominated by the Department of Economics, and approved by the Dean of Graduate Studies. The committee shall comprise at least four members, all of whom normally will be members of the Faculty of Graduate Studies, and at least one of whom will be from a department outside the Department of Economics. The Chair of the supervisory committee shall be the student's academic supervisor. A written proposal for the dissertation is to be approved by the supervisory committee. The appropriate nature and length of the dissertation is determined by the supervisory committee. The expected length of the dissertation will vary with the nature of the work, with more technical dissertations generally being shorter than those with more literary content.

**Oral Examination**

Each candidate shall defend their dissertation in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

**Program Length**

Students are expected to complete the requirements of the PhD program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.
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 including ECON 516 prior to the commencement of their first work term. 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 "Work Terms" on page 32.

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: Faculty of Education University of Victoria PO Box 3010 Victoria, BC V8W 3N4 Canada
Courier Address: Educational Psychology and Leadership Studies University of Victoria Room A439 MacLaurin Building 3800 Finnerty Road Victoria, BC V8W 2Y2 Canada
Telephone Number: 250-721-7799 Fax Number: 250-721-6190 Website: <www.educ.uvic.ca/epls/>

Chair: Dr. John Anderson
Email: eplscr@uvic.ca Phone: 250-721-7760
Department Administrative Officer: Deb Renney Email: drenney@uvic.ca Phone: 250-721-7866
Department Administrative Assistant: Zoria Crilly Email: edpsych@uvic.ca Phone: 250-721-7760

Graduate Program Assistant (Leadership): Vivian McCormick Email: leadgrad@uvic.ca Phone: 250-472-5005
Graduate Program Assistant (Counselling and Educational Psychology): Stacey Brownell Email: eplgrade@uvic.ca Phone: 250-721-7883

Faculty Members and Areas of Research
John O. Anderson, PhD (Alberta)
Educational measurement and evaluation
Timothy G. Black, PhD (British Columbia) R. Psych., CCC
Integral Psychology, military and civilian trauma; posttraumatic stress disorder; group counselling, counsellor training/education, Therapeutic Enactment, clinical supervision, career transition
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 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. Cripen, PhD (North Dakota)
Servant-leadership, moral imperative, educational history, effective learning organizations and cultural change, senior and school administration, school board governance, chaos theory, Icelandic education, inclusive schools, teacher education
David de Rosenroll, PhD (Victoria)
Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches
M. Honore France, EdD (Massachusetts)
Diversity and cultural issues related to counselling, transpersonal psychology, ecopsychology, Spirituality, Indigenous forms of counselling, working with residential school survivors, group dynamics and international education
Tatiana Gounko, PhD (Alberta)
Globalization and educational reform, comparative 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
Sarah J. Macoun, PhD (Victoria) R.Psych
Neuropsychological assessment and special education, school neuropsychology/psychology, autism spectrum disorders, attention deficit hyperactivity disorder and attention processes in learning, developmental neuropsychology, executive functions and self-regulation, intervention

E. Anne Marshall, PhD (Toronto) R. Psych.
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 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 McGie-Richmond, PhD (OISE, Tor)
Inclusive education, teacher beliefs and practices in inclusive classrooms, teacher education, teaching online, instructional and universal design for learning, assistive and learning technologies
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 and post structuralist approaches to research

Natalie Popadiuk, PhD (Calgary) R. Psych.
International student transition and adjustment; relational perspectives of adjustment; career decision-making and university-to-work transitions; women's experiences of breast cancer treatment; qualitative research including critical incident technique, narrative, biographical, case study, and critical 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

Kevin Runions, PhD (OISE, Tor)
Child and adolescent social and emotional development, aggression and victimization, cyberbullying, social information processing, teacher-child relationship

Susan L. Tasker, PhD (McMaster) CCC
Siblings of young murder victims; psychosocial adjustment to brain injury; compassion fatigue

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
- Educational Psychology - MEd, MA, PhD
- Learning and Development
• Measurement, Evaluation, and Computer Applications
• Special Education
• Leadership Studies - MEd, MA

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

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 page 19) 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/web/apply/students_e.asp>.

A list of awards and financial support can be found at: <web.uvic.ca/gradstudies/fund/award-alpha-cat.html>.

Paid Research Assistantships
Paid research assistantships are available with individual faculty in the department. These assistantships are usually supported through grant funding. They are available to a limited number of qualified students. Students interested in research assistantships should contact faculty members directly.

Paid Teaching Assistantships
Paid teaching assistantships are available within the Department of Educational Psychology and Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. For information, contact the Graduate Secretary (epsgrad@uvic.ca) and review postings on the departmental website.

Work Study Program
The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid Office. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of $3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at: <registrar.uvic.ca/safa/workstudy/workstudiindex.html>.

Co-operative Education and Work Placements
It is possible for graduate students to combine their graduate studies with Co-op education semesters in which they apply knowledge and skills in paid work placements across Canada.
This usually involves extending program completion by two semesters. For more information please contact: 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 resume and a brief letter of intent. Other requirements include information on prerequisite courses, previous field experience, assessment reports, references, and personal statements.

Potential applicants may contact the Graduate Program Assistant for application information about specific programs. They may also visit our website: <www.educ.uvic.ca/elps>

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

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

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

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

8. For 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.

10. As a condition of admission to all Counseling Psychology programs, students must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act.

**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, 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 (résumé).

- 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**

Candidates seeking admission should be able to satisfy the entrance requirements of the Faculty of Graduate Studies. Further to these requirements, the Department of Educational and Leadership Studies requires an acceptable Bachelor’s degree from an accredited University and normally a grade point average of 6.0 (B+) in the last two years of academic work along with a brief résumé. Entry to the program is on a competitive basis, and enrolment may be restricted in any given year. All applicants should submit a current résumé and a brief letter of intent. Recognition is given for experience in school and the community. Course work completed within the last five years, which was not part of the academic work considered for admission, may be eligible for transfer credit towards the Master’s degree.

Leadership Studies’ students whose course work or research involves contact with vulnerable populations will be required to undergo a Crim-
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 aptitude portion (verbal, quantitative, and analytical) of the GRE.

Applicants must submit a statement of research experience and interests, a letter of intent, and current curriculum vitae.

Applicants must provide a minimum of one single-authored published or unpublished article that is appropriate to the field of future studies. A copy of the applicant’s master's thesis, a major paper, published research or a professional report may be submitted to fulfill this requirement.

Deadlines
- PhD Educational Psychology: Early January (September entry)
- MA/MEd Counselling: December 1 (September entry)
- Educational Psychology: Early January (September entry)
- Leadership Studies: Applications accepted until program is full (May, July, and September entry)

Please consult the department website for specific deadline dates: <www.educ.uvic.ca/eps/graduateprograms1.htm>.

PROGRAM REQUIREMENTS

Master's in Counselling Psychology

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 (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 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 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 (1.5) Project
- Electives (4.5) to be chosen in consultation with student's supervisor

TOTAL: 25.5 units

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement, Evaluation and Computer Applications). As well, there is a range of courses being offered in other graduate programs across campus.

Students may focus on one or more of the following four areas:
- Trauma
- School/Higher Education Counselling
- Aboriginal Counselling
- Addictions

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

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. Community-based programs have a set time-line which varies depending on the type of delivery model.

Master's Degrees in Educational Psychology

Across all three Educational Psychology focus areas, the MA degree and the MEd degree consist of parallel program requirements with the exception of the closing or final activity: (a) thesis for the MA degree, or (b) project for the MEd degree.

A minimum of 19.5 units of study is required for the MEd and includes a comprehensive exam. A minimum of 21.0 units of study is required for the MA and includes a thesis defense.

The MA degree is a course and thesis based research degree. The MA is most suited to students who seek a future career involving research and teaching in government, agency, or post-secondary contexts. Thesis work typically advances 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 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

Measurement, Evaluation, and Computer Applications Focus Area Requirements (MA and MEd)

Required Courses (12 units)
- 1.5 units in Learning selected from:
  - ED-D 500 (1.5) Learning Principles
  - ED-D 508 (1.5) Theories of Learning

- 1.5 units in Development selected from:
  - ED-D 505 (1.5) Basic Concepts in Human Development

ED-D 506 (1.5) Topics in Human Development
  (any of 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
ED-D 568 (1.5) Seminar in Special Education: Program, Practices and Policies
ED-D 569 (1.5) Seminar in Special Education: Current Issues, Research, and Applications
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

MA Program Requirements
The MEd degree requires 19.5 units of study including a research project (ED-D 598 - 3.0 units) and the comprehensive exam (ED-D 597 - 1.5 units). Compulsory Core Courses (1.5 units): Students are required to select one of the following courses:
ED-D 531 (1.5) Concepts and Theory of Organization
ED-D 533D (1.5) Concepts and Theories of Leadership in Learning
  Contexts: Leadership
ED-D 538A (1.5) Community Leadership and Adult Learning
ED-D 539A (1.5) Leadership, Learning and Social Justice

Compulsory Core Courses: (4.5 units) Students are required to register in the following two courses which are taught in conjunction but only after successful completion of 10.5 units of course work.
ED-D 531 (1.5) Concepts and Theory of Organization
ED-D 538A (1.5) Community Leadership and Adult Learning

Compulsory Comprehensive Examination (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 19.5 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
Two courses in qualitative and/or quantitative research design taken within any faculty at UVic. These should be completed prior to beginning the thesis.
Other Courses: (9.0 units) Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 541, 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: (4.5 units). Up to 4.5 units can be taken from other departments (EDCI, EPHE) in the faculty of education or other faculties across campus (permission of supervisor required).

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

PhD Program in Educational Psychology
Advanced doctoral studies in Educational Psychology with special focus in one of the following: Special Education, Counselling Psychology, 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 apprenticeship in teaching in higher education.

Program requirements
The minimum total number of units required for the PhD program is 48 units. The program requires a minimum of 15 units of coursework, a candidacy examination (3.0 units), and a dissertation (minimum 30.0 units). Of the 15 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.

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 “Work Terms” on page 32.

2013-14 UVIC CALENDAR

GRADUATE PROGRAMS
Electrical and Computer Engineering

GENERAL INFORMATION

Contact Information
Department of Electrical and Computer Engineering
Location: EOW, Room 448
Mailing Address:
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada
Courier Address:
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-6036
Fax Number: 250-721-6052
Website: <www.ece.uvic.ca>
Chair: Dr. Fayez Gebali
Email: ecechair@ece.uvic.ca
Phone: 250-721-6509
Graduate Adviser: Dr. Hong-Chuan Yang
Email: gradadv@ece.uvic.ca
Phone: 250-721-8672
Graduate Secretary: Moneca Bracken
Email: gradsec@ece.uvic.ca
Phone: 250-721-8675

Faculty Members and Areas of Research

Mosfata I. 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

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

Nainesh Agarwal, PhD (Victoria)
Architectural level power estimation, analysis, design, and optimization, low power circuit design, system level design languages, reconﬁgurable computing, embedded systems and DSP architectures

Panagiotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)
Digital signal processing, multidimensional systems, control systems

Andreas Antoniou, PhD (London)
Analog and digital ﬁlter design, digital signal processing, electronic circuits, optimization methods

Amirali Baniasadi, PhD (Northwestern)
Low-power design, power-aware architectures, VLSI, interconnect, high-performance processors, graphics processing unit

Andrea Basso, PhD (Swiss Fed Inst of Tech)
Multimedia networked services, including speech and video coding, media adaptation and transcoding, multimedia delivery for broadband and wireless networks, caching, scalability and interworking aspects of multimedia

Stuart Bergen, PhD (Victoria)
Digital signal processing, time series analysis, digital ﬁlters and ﬁlter banks, optimal ﬁltering and inversion, seismic and genomic signal processing

Ashoka K.S. Bhat, PhD (Toronto)
Power electronic controls, high-frequency link power conversion resonant and pulse with modulation, power converters for alternative energy sources, design of electronic circuits for power control

Jens Bornemann, Dr-Ing (Bremen)
RF/wireless/microwave/millimeter-wave components and feed systems, ultra-wideband and multi-band RF systems in modern integrated circuits, EM-based computer-aided antenna and component design

Alexandra Branzan Albu, PhD (Bucharest)
Computer vision, pattern recognition, image processing, human computer interaction

Leonard Bruton, PhD (Newcastle Upon Tyne)
Theory and implementation of real-time analog and digital ﬁlters; multidimensional ﬁltering in space-time; 2D, 3D and 4D array processing for the directional ﬁltering of wireless, audio, video and image signals

Lin Cai, PhD (Waterloo)
Wireless networks and mobile computing, resource and mobility management, handover and congestion control, wireless 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

Kris Caputa, PhD (Victoria)
Electronics for astronomy, adaptive optics, control engineering, analog and digital circuits, sensor arrays, RF and microwave systems

Stéphane Claude, PhD (London)
RF/microwave/millimeter-wave components and systems design for radio astronomy and earth atmospheric detection

Thomas E. Darce, 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

M. Wathiq 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

Peter A. Fox, PhD (Cape Town)
Radar and sonar remote sensing, real and synthetic apertures, image quality, interferometry, Doppler, remote sensing applications

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 Nanophotonics
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

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

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

Michael Horie, PhD (Victoria)
Computer security, spam and phishing countermeasures, mobile and electronic commerce, security education, protocol validation, network trafﬁc analysis, security testbeds and other tools

Atef A. Ibrahim, PhD (Cairo)
Digital VLSI design, System-on-Chip design, embedded hardware systems for crypotoysystems, computer arithmetics (addition, multiplication, division), hardware implementation for modular arithmetic, parallel algorithms, reconﬁgurable computing, parallel computing and multicore design
R. Lynn Kirlin, PhD (Utah State)
Statistical signal processing, detection and estimation: speech, sonar, HIF 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

Paul H. Kraeutner, PhD (Simon Fraser)
Array signal processing, underwater acoustic imaging and mapping, medical ultrasound, ocean based alternative energy systems, analog and digital electronics design for signal acquisition and processing, DSP's and FGPA's

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

Henry Jong-Hyeon Lee, PhD (Cambridge)
Information security, security engineering, security architecture, security governance, security risk management, security standards, network security, application security, privacy, cryptography

Kin Fun Li, PhD (Concordia)
Web mining, human machine interface, computer architecture

Wei Li, PhD (Victoria)
Wireless communications, ultra-wideband transmission, wireless sensor network, DSP for wireless communication, dynamic spectrum allocation, smart grids

Tao Lu, PhD (Waterloo)
Photonic devices, bio-photonics, nanophotonics, optical device fabrication and modelling

Wei Lu, PhD (Victoria)
System and network security, pattern recognition

Wu-Sheng Lu, PhD (Minnesota)
Design and analysis of digital filters, wavelets and filter banks, DSP for telecommunication, numerical optimization and applications

Eric G. Manning, PhD (Illinois)
Computer networks, distributed computing, multimedia

Michael L. McGuire, PhD (Toronto)
Model-based and adaptive filtering, digital signal processing and wireless network control

Subhasis Nandi, PhD (Texas A&M)
Electric machine control and drives, fault diagnosis of electric machines, power electronics

Stephen W. Neville, PhD (Victoria) - 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

Rajeev C. Nongpia, PhD (Victoria)
Optimization techniques, design of digital filters, wavelets, filter banks, array signal processing, signal processing for speech/ audio, digital communications, biomedical applications

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

Christo Papadopoulos, PhD (Brown)
Nanoelectronics, nanomaterials, nanofabrication and self-assembly

Daler N. Rakhmatov, PhD (Arizona)
Energy-efficient computing, dynamically reconfigurable systems, electronic design automation

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

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

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 epixial 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

Isaac Wongang, PhD (Toulon & Var)
Network security, computer communication networks, mobile communication systems, secure information systems

Hong-Chuan Yang, PhD (Minnesota)
Wireless communications and networks, diversity techniques, performance analysis, cross-layer design, and energy efficient communications

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

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

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**ADMISSION REQUIREMENTS**

**Degrees and Specializations Offered**

MASc, MEng and PhD in Engineering.

The department participates in the Co-operative Education Program in the Faculty of Graduate Studies by individual arrangement. Engineering graduate students may participate in a Co-operative Education graduate program as described in "Work Terms", page 32).

**Facilities**

The department has excellent computer facilities and well-equipped laboratories which enable faculty and students to conduct research in communications, signal processing, acoustics, automatic control, computer engineering, software engineering, artificial intelligence, expert systems, electromagnetics, optics, optoelectronics, power electronics, VLSI, robotics, nanoelectronics, devices and computer architecture.

The computing facilities include a large number of various types of workstations. They are connected to a high-speed local area network and to the central University computing facilities including a 128 processor IBM RS6000/SP system. A large number of microcomputers of various types are also available for research and teaching. State-of-the-art software available on these machines can be accessed from remote stations anytime. The laboratories include facilities for designing and testing of chips, a printed circuit board design and testing facility, measuring and testing equipment for electromagnetics, optics, power electronics and robotics.

**Financial Support**

It is the intention of the department to fund Mascs 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 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**

In addition to the minimum units of course work stated, all programs will include 1 unit for either the ELEC 509 (master’s) or ELEC 609 (PhD) Seminar course, which is mandatory for all graduate students.

Subject to the approval of the department, and the appropriate Faculty regulations, a certain
amount of the course work may consist of 400-level undergraduate courses taken in the Department of Electrical and Computer Engineering and graduate courses taken from other departments.

The actual combination of courses is subject to the approval of the supervisory committee and the department.

Work as a research or teaching assistant is an integral part of the graduate program in Electrical and Computer Engineering.

MASc – Thesis Option

Course Requirements

The MAsc program consists of a minimum of 9 units of course work plus the ELEC 598 MAsc Thesis of 12 units.

Thesis

The format of the MAsc Thesis is according to faculty guidelines.

Oral Examination

The MAsc Thesis must be defended in an oral examination.

Program Length

The MAsc program will normally be completed in two years.

MEng – Project-based Option

Course Requirements

The MEng program consists of a minimum of 12 units of course work plus the ELEC 598 MEng Project of 2 units.

Mechatronics and Embedded Systems Option

Students in the MEng program who want to focus in Mechatronics and Embedded Systems are encouraged to select the course pattern shown below as part of the 12 units of course work required.

- ELEC 597 and ELEC 598
- A minimum of 3.0 units from ELEC 466, MECH 466, SENG 466
- A minimum of 4.5 units from MECH 458, ELEC 460, CENG 455, ELEC 553, ELEC 426

Undergraduate students in the Mechatronics option (for more information, please see the undergraduate calendar) may transfer directly to the MEng (Mechatronics option) upon completion of their undergraduate degree. All admission and transfer credit regulations of the Faculty of Graduate Studies must be met. Interested undergraduate students must apply for transfer during the last academic term of their undergraduate studies. For more information, please contact the Chair of the department or the Graduate Adviser.

Software Engineering Option

Students in the MEng program who want to upgrade their skills to include the design, development, implementation, maintenance and management of large software systems for a variety of applications are advised, as part of the 12 units of course work required, to select 7.5 units from the course schedule shown below and the remaining 4.5 units from other CENG or ELEC courses. The ELEC 598 project should be based on the implementation of a software system preferably specified by an industrial partner/client.

Systems (Choose a minimum of 3 units)

- CSC 530, ELEC 514, 553, 562, 563

Software (Choose a minimum of 4.5 units)

- SENG 426, 422, 462, ELEC 567, SENG 470 or CSC 577, CSC 566 or 576 or 578

Final Project

The format of the MEng Final Project is according to faculty guidelines.

Oral Examination

The MEng Final Project must be defended in an oral examination.

Program Length

The MEng program will normally be completed in two years.

Fast Track Master’s Option

The Department of Electrical and Computer Engineering offers outstanding undergraduate students an opportunity for a head start in a master’s program. Qualified students will be permitted to enrol in graduate level courses during their fourth year. These courses will be extra to any undergraduate requirements and thus can be transferred to the MA Sc or MEng degree program. All of the admission and transfer credit regulations of the Faculty of Graduate Studies must be met. For more information, please contact the Chair or the Graduate Adviser of the department.

PhD Program

Course Requirements

The PhD program consists of a minimum of 6 or 15 units of course work depending on whether the student is admitted with an MA Sc degree or is transferred to a PhD program from a MA Sc program, plus the ELEC 693 Candidacy Examination of 3 units, plus the ELEC 699 PhD Dissertation of 30-36 units.

Candidacy Examination (ELEC 693)

The PhD Candidacy Examination in the Department of Electrical and Computer Engineering will consist of an Oral Examination. The Oral Examination should be taken and passed not later than 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

Co-operative education is an option for both the master’s and PhD degrees.

Co-operative work terms are not for credit towards a degree, however, they will be shown on the transcript.

English

GENERAL INFORMATION

A detailed department Graduate Handbook is available at <english.uvic.ca/graduate>.

Contact Information

Department of English
Location: Clearihue Building, Room C343
Mailing Address:
PO Box 3070 STN CSC
Victoria, BC V8W 3W1
Canada
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3800 Finnerty Road
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Telephone Number:............. 250-721-7235
Fax Number:.................... 250-721-6498
Email: english@uvic.ca
Website: <english.uvic.ca/graduate>
Chair: Robert Miles
Email: rmiles@uvic.ca
Phone:......................... 250-721-7235
Graduate Adviser: Gary Kuchar
Email: gradeng@uvic.ca
Phone:......................... 250-721-7248
Graduate Secretary: Colleen Donnelly
Email: donnelly@uvic.ca
Phone:......................... 250-721-6331

Faculty Members and Areas of Research

G. Kim Blank, PhD (Southampton)
Romantic poetry; cultural studies; mediation and conflict; professional writing
Nicholas P.R. Bradley, PhD (Toronto)
Literatures of the West Coast; Canadian literature; American literature; 20th-century poetry and poetics; literature and the environment; eco-criticism; ethnography
Luke Carson, PhD (Calif, Los Angeles)
Modern American poetry; critical theory; literary criticism
Alison Chapman, PhD (Glasgow)
Victorian literature and culture, especially women’s poetry
Evelyn M. Coby, PhD (British Columbia)
Theories of literature, culture, and ideology; comparative literature; cultural studies; 20th-century British and American fiction
Misao A. Dean, PhD (Queen’s)
Canadian novel; postcolonial and gender theory; 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; critical race theory
Gordon D. Fulton, PhD (London)
Restoration and 18th-century literature; 18th-century religious literature; literary stylistics; critical discourse analysis; history of
the English language

Elizabeth M. Grove-White, PhD (Trinity College, Dublin)

Literacies; computer-mediated communication and research; transactional writing

Iain M. Higgins, PhD (Harvard)

Medieval and Renaissance literature, including early Scottish literature; contemporary poetry; travel and nature writing

Janelle A. Jenstad, PhD (Queen's)

Shakespeare; Digital Humanities; early modern literature; editing and textual studies; London studies; performance criticism

Magdalena M.A. Kay, PhD (Calif, Berkeley)

20th-century British literature; Irish literature; Polish literature; comparative literature; poetry and poetics

J. Allan Mitchell, PhD (Dalhousie)

American modernism; African-American literature; 19th- and 20th-century American literature; 19th-century novel; women's poetry; gender studies; feminist theory

Eric Miller, PhD (Virginia)

Restoration and 18th-century literature; contemporary poetry; nature writing

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

Gary Kuchar, PhD (McMaster)

Renaissance literature; 17th-century religious poetry and prose; religion and literature; Shakespeare and religion; literary-critical theory

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; Medieval English history and culture; Marian literature and legends; hagiography (especially women's); paleography and codicology; Medieval anti-Jewish discourse and Christian-Jewish dialogue; law and literature

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 Literature 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. Its holdings include primary and secondary titles related to Canadian, British, American, Latin American, African, Asian, and Antipodean literatures. The Library's special collections total approximately 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 interli-
cifically 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 17) 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, History, Political Science, and Sociology—must meet the admission requirements for the MA or PhD program. MA applicants are expected to have some background in theory; PhD applicants are expected to have a strong competence in theory. Students should indicate on the application form both the program (MA or PhD) and area of study (CSPT) for which they are applying, and must also submit copies of their writing sample and statement of intent directly to the CSPT Director. Admission to the CSPT concentration is subject to the written approval of the CSPT Director, who acts on advice of the interdisciplinary CSPT admission committee. Only students who have already been accepted into the MA or PhD program may be admitted to CSPT; however, acceptance to the MA or PhD program does not guarantee admission to the CSPT concentration. The requirements for the concentrations in the departments of History, Political Science, and Sociology differ from those in English.

See also the entry for "Concentration in Cultural, Social, and Political Thought (CSPT)", page 112.

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 meet the January 15 deadline). MA applications received after January 15 will be considered, but applicants may not be eligible for funding. MA applications received after May 31 may not be processed in time for September entry. 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.
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).

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.

Course Requirements for MA With a Concentration in NCS

Students accepted into the NCS concentration are required to complete a minimum of 6.0 units of courses in the Nineteenth Century Studies area, 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.

Course Requirements for MA With a Concentration in MEMS

Students accepted into the MEMS concentration 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).
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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual Studies and Methods of Research (ENGL 500)</td>
<td>1.5 units</td>
</tr>
<tr>
<td>Other English Graduate courses</td>
<td>9.0 units</td>
</tr>
<tr>
<td>Master's Essay (ENGL 598)</td>
<td>4.5 units</td>
</tr>
<tr>
<td>Total</td>
<td>15.0 units</td>
</tr>
</tbody>
</table>

Final Project
Students will complete a Master's Essay (not to exceed 10,000 words, excluding notes and bibliography) worth 4.5 units. The paper must present an original and cogent argument, and demonstrate the student's research and writing abilities. For students doing a concentration in LWC, 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 substitute CSPT 601 (Contemporary Cultural Social and Political Thought II) for 1.5 of the English graduate units. They may also substitute a CSPT or cross-listed CSPT course for another 1.5 of the English graduate units.

Summary of Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Graduate courses</td>
<td>6.0 units</td>
</tr>
<tr>
<td>Candidacy Examination (ENGL 693)</td>
<td>6.0 units</td>
</tr>
<tr>
<td>Dissertation (ENGL 699)</td>
<td>18.0 units</td>
</tr>
<tr>
<td>Total</td>
<td>30.0 units</td>
</tr>
</tbody>
</table>

* Minimum.

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.

Students who have been accepted into the CSPT concentration must write either the Major Field or Focused Field Examination in the CSPT area, and at least two of the committee members for this examination must participate in the CSPT concentration. CSPT will set the exam format and reading list, and will handle the administration of the exam.

Students must pass the Candidacy Examination 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 Proposal. The student must provide a written summary of this conference to the members of the Supervisory Committee, for 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.
Environmental Studies

GENERAL INFORMATION

The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnecology 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
Location: Social Sciences and Math Building, Room B243
Mailing Address:
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Director: Dr. John Volpe
Email: ses@uvic.ca
Phone:......................... 250-472-5070
Graduate Adviser: Dr. Eric Higgs
Email: esgrad@uvic.ca
Phone:......................... 250-721-6125
Graduate Secretary: Elaine Hopkins
Email: esoffice@uvic.ca
Phone:......................... 250-721-7354

Faculty Members and Areas of Research

Natalie Ban, PhD (UBC)
Ethnecology, conservation biology, marine conservation planning, marine and coastal protected areas, GIS, social-ecological systems, marine global change

Jessica Dempsey, PhD (UBC)
Political ecology; economic geographies of environmental finance and neoliberal natures; politics of knowledge and science in environmental conflicts; geopolitics, global environmental governance and international finance

Eric Higgs, PhD (Waterloo)
Ecological restoration; landscape change; parks and protected areas; culture-nature relationships; technology and culture change

Trevor Lantz, PhD (UBC)
Ethnecology; ethnobotany; global change, disturbance ecology; Arctic ecology and landscape change

Michael M’Gonigle, JSD (Yale)
Political ecology; strategies for developing sustainability; with a special focus on forestry, urban and campus sustainability; green legal theory

James Rowe, PhD (U of California)
Political ecology, critical theory; social movement politics, social/solidarity

Program Length

Although the University allows students a seven-year period within which to complete their PhD degree, students who wish to be competitive in the job market and in postdoctoral and other grant applications should aim at completing their doctoral program in four to five years.

Co-operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "Work Terms" on page 32.
dimensions of natural resource management, integrating natural and social sciences to solve complex natural resource management issues, environmental stewardship, communications, environmental biology and geography

Jason Fisher, PhD (UVic)
Mammal and wildlife ecology; landscape ecology and landscape change; spatial dynamics of terrestrial and marine mammals; biodiversity conservation; species restoration

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)
Applied and medical anthropology; aging and society; Indigenous Peoples in global

Robert Hancock, PhD (UVic)
Political ecology / ethnoecology; Indigenous-state relations (land, resources, animals); megaproject developments; Indigenous methodologies

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

Gerard McLean, PhD (Waterloo)
Systems Design Engineering; PEM fuel cell systems; stack topology; manufacturing

Tomas Okey, PhD (UBC)
Marine systems; climate change and fisheries impact

Peter Stephenson, PhD (U of Toronto)
Applied and medical anthropology; aging and society, Indigenous Peoples in global perspective; urban planning, refugees, Native Peoples, Canada, Europe, Australia

Angeline Tillmanns, PhD (U Ottawa)
Community ecology, freshwater ecology and conservation, integrated watershed management, social-ecological systems, ecological communication

Linda M. Wilson, PhD (Idaho)
Invasive species, biological invasions, rangeland ecology and restoration, biological control, community-based cooperative management

Sandy Wyllie-Echeverria, 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 Social Sciences and Mathematics 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 17) 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 16), 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:

<table>
<thead>
<tr>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 500 (1.5) Perspectives on Environmental Theories, Methods and Skills I</td>
</tr>
<tr>
<td>ES 501 (1.5) Perspectives on Environmental Theories, Methods and Skills II</td>
</tr>
<tr>
<td>ES 503 (3.0) MA/MSc Research Colloquium</td>
</tr>
<tr>
<td>ES 593 (1.5) Thesis Proposal Preparation</td>
</tr>
</tbody>
</table>

and at least 3.0 elective units to be taken from within or outside the School with the permission of the student's supervisor. Up to 1.5 units may be taken at the 400-level. Core and elective courses contribute 10.5 units toward the 18-unit minimum degree requirement.

Thesis
The thesis proposal and thesis are normally 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 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 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:

<table>
<thead>
<tr>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 600 (1.5) Perspectives on Environmental Theories, Methods and Skills I</td>
</tr>
<tr>
<td>ES 601 (1.5) Perspectives on Environmental Theories, Methods and Skills II</td>
</tr>
<tr>
<td>ES 603 (3.0) PhD Research Colloquium</td>
</tr>
<tr>
<td>ES 693 (3.0) Candidacy Examination</td>
</tr>
</tbody>
</table>

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 defend 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.

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 "Work Terms" on page 32.
Exercise Science, Physical and Health Education

**GENERAL INFORMATION**

The School of Exercise Science, Physical and Health Education is an academic department within the Faculty of Education at the University of Victoria. Our mission is to advance knowledge and to prepare professionals in the area of physical activity and health through teaching, research and service. Prospective graduate students can find further information about our School and our programs on our website: <www.uvic.ca/education/exercise>.

**Contact Information**

School of Exercise Science, Physical and Health Education  
Location: McKinnon Building, Room 120  
Mailing Address:  
School of Exercise Science, Physical and Health Education  
University of Victoria  
PO Box 3015 STN CSC  
Victoria, BC V8W 3P1  
Canada  
Courier Address:  
School of Exercise Science, Physical and Health Education  
University of Victoria  
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Canada  
Telephone Number: ... 250-721-8373  
Fax Number: ... 250-721-6601  
Website: <www.uvic.ca/education/exercise>  
Director: Dr. Frederick I. Bell  
Email: fbell@uvic.ca  
Phone: ... 250-721-8382  
Graduate Adviser: Dr. Viviene A. Temple  
Email: vtemple@uvic.ca  
Phone: ... 250-721-7846  
Graduate Secretary: Rebecca Zammit  
Email: rzammit@uvic.ca  
Phone: ... 250-721-6682  

**Faculty Members and Areas of Research**

Frederick I. Bell, EdD (North Carolina-Greensboro)  
Teaching effectiveness in physical education, games teaching, assessment in games and gymnastics.  

Catherine A. Gaul, PhD (Victoria)  
Exercise physiology, pediatric sport performance, women and exercise, health benefits of exercise in cancer patients, occupational physiology, fitness and testing.  

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. neurorauma) 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.  

Lara Lauszon, 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.  

Lynmeth 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.  

Geraldine H. Van Gyn, PhD (Alberta)  
Skill acquisition and practice characteristics, cognitive factors in skilled behaviour.  

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.  

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, gymnasia, pool, dance studio, Institute of Applied Physical Activity.  

MacLaurin Building: rehabilitation neuroscience lab, behavioural medicine lab.  

**Financial Support**

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The School of Exercise Science, Physical and Health Education cannot guarantee funding although it is our intention that all graduate students in the first two years of their programs could receive some financial support. This may come in several ways.

**University Fellowships**

Students who have an A- (7.0 on the UVic grading scale) may qualify for a University Fellowship valued at approximately $12,000.  

**Sessional Lecturers/Laboratory Instructors/Academic Assistants**

These unionized positions are advertised on the notice board near the Exercise Science, Physical and Health Education General Office and listed on the Exercise Science, Physical and Health Education website: <www.uvic.ca/education/exercise> under the heading “Employment Opportunities.”  

**Research Assistants**

Individual faculty members with external research grants may employ graduate students as research assistants. The details about these appointments (salary, hours, etc.) are worked out between the individual graduate student and the faculty member.

**Academic Income Supplements (AIS)**

Students who are employed in positions as described above may receive a subsidy (amount to be determined) from the Faculty of Graduate Studies. This is under the jurisdiction of the Graduate Adviser, who applies for supplements after all appointments are confirmed. Students should be aware that partial funding for graduate students from employment for the School and Academic Income Supplements is not guaranteed and will likely conclude after two years as a master's student (the expected time for completion). Those students who are not on Fellowship, can anticipate approximately $6,000 per year depending on their involvement in the School. It is not sufficient to pay all living expenses. Students are also advised that the School has very little opportunity to fund students during the Summer Session (April-August).  

**ADMISSION REQUIREMENTS**

**General**

Potential applicants may contact the Graduate Adviser of the School of Exercise Science, Physical and Health Education for application information. However, to pursue formal admission,
the student must complete the application provided on the Graduate Admissions and Records Office website <registrar.uvic.ca/grad>.

Admission To Master’s Programs
In addition to the requirements required by the Faculty of Graduate Studies, admission to the master's graduate programs in the School of Exercise Science, Physical and Health Education requires an undergraduate degree in Exercise Science, Physical and Health Education or related field. Applicants to the MA and MSc programs should state their specific area of research interest, include a brief statement of academic and career goals, and identify a faculty member as a possible supervisor. MEd Coaching Studies applicants should include a resume of their coaching experience and certification levels. 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
Applications may be received at any time, but see specific deadline below. Early application is appreciated.

January 15:
• For applicants to the School of Exercise Science, Physical and Health Education MSc or MA who are seeking admission the following September.
• For applicants to the School of Exercise Science, Physical and Health Education MEd Coaching Studies degree who are seeking admission the following July.
• For applicants to the School of Exercise Science, Physical and Health Education PhD program who are seeking admission the following September.

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 subdisciplinary 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) – Project-based Option
This program is predicated on the “Inquiry Approach,” allowing students to examine issues and questions related to the specific subdisciplinary areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A project is required.

Program Requirements: Total = 18 units
EPHE 573. .............................................. 3.0
 Seminar (EPHE 500) ................................. 0.0
 Two of: EPHE 580, 581, 582, 583, 584 ....... 3.0
 Either ED-D 560 or EPHE 585 ............ 1.5
 Electives .................................................. 6.0-7.5
 Project (EPHE 598) .................................. 3.0-4.5

Program Length
Usually two to three years.

Master of Arts in Physical Education (MA) – Thesis Option
This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis, which is subject to an oral examination.

Program requirements: Total = 18 units
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 ............................................. 3.0
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-oriented program designed for students who wish to obtain a position in 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) ...................... 6.0
EPHE 693 (Candidacy Exam) .................... 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 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 “Work Terms” on page 32.
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](http://www.uvic.ca/humanities/french).

**Contact Information**

Department of French

Location: Clearihue, Room C247

Mailing Address:

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2

Canada

Courier Address:

Clearihue Building,

Room C247

3800 Finnerty Road

Victoria, BC V8P 5C2

Canada

Telephone Number: 250-721-7363

Fax Number: 250-721-8724

Email: french@uvic.ca

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

Chair: Catherine Caws

Email: ccaws@uvic.ca

Phone: 250-721-7364

Graduate Adviser: Claire Carlin

Email: gradfren@uvic.ca

Phone: 250-721-7366

Graduate Secretary: Leanna Wong

Email: french@uvic.ca

Phone: 250-721-7363

**Faculty Members and Areas of Research**

*Claire Carlin, PhD (Calif, Santa Barbara), Graduate Adviser*

Early modern French culture, gender studies, digital humanities

*Catherine Caws, PhD (British Columbia)*

Second language teaching, computer-assisted language learning, lexicology

*Hélène Cazes, Doctorat es lettres (Paris)*

French Medieval and Renaissance literatures and cultures, Humanism, Cultural Legacies

*Émile Fromet de Rosnay, PhD (Queen’s)*

19th to 20th Century French and comparative literature, Romanticism, modernist poetics

*Emmanuel Hérique, D de l’Ile cycle (Nancy)*

French linguistics, translation, phonetics

*Marc Laprande, PhD (Toronto)*

Literary theory, aesthetics, modernism and avant-gardes in French literature

*Catherine Léger, PhD (UQAM)*

Syntax, semantics, contact linguistics, French in North America

*Stephen Martin, PhD (Virginia)*

Second language teaching, Medieval French language and literature, editorial theory

*Sada Niang, PhD (Ithik)*

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](http://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 [registrar.uvic.ca/grad](http://registrar.uvic.ca/grad) 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 15 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. 10.5 units of course work, up to 3.0 units of which may be taken outside the department, but no more than 1.5 units at the senior undergraduate level

3. **FRAN 598 (3.0 units): Reading List compiled in consultation with advisors; critical paper and oral examination.**

4. A reading knowledge of English and of another appropriate language, in addition to French and English.

The Reading List will normally consist of 30 titles covering a period (e.g., a century), a genre (e.g., drama), a movement (e.g., Surrealism), or a specific topic. Originating in one or more of each student’s courses, the list will offer the student the possibility of specialization in a chosen field and preparation for further study. Evaluation will be by oral examination. The examiners will assess the student’s ability to express himself or herself in a literate and critical way, and to synthesize an extensive amount of reading. The critical paper will be the focus of the oral examination.

**Thesis Option**

The thesis option is normally by invitation of the departmental Graduate Committee:

1. **FRAN 500 (1.5 units)**

2. 7.5 units of course work, up to 3.0 units of which may be taken outside the department, but no more than 1.5 units at the senior undergraduate level

3. **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.

4. A reading knowledge of English and of another appropriate language, in addition to French and English.

**CO-OPTERATIVE 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 un-
dentake 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 "Work Terms" on page 32.

Geography

GENERAL INFORMATION

Contact Information
Department of Geography
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Mailing Address: PO Box 3060 Victoria, BC V8W 3R4 Canada
Courier Address: 3800 Finnerty Road Social Sciences and Math Building, Room B203 Victoria, BC V8P 5C2 Canada
Telephone Number: 250-721-7327 Fax Number: 250-721-6216 Email: geograd@uvic.ca Website: <www.geog.uvic.ca>
Chair: Dr. Phil Dearden Email: chair@geog.uvic.ca Phone: 250-721-7325 Graduate Adviser: Dr. Maycira Costa Email: maycira@geog.uvic.ca Phone: 250-721-7334 Graduate Secretary: Darlene Li Email: geograd@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
Jutta Gutterlet, 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
C. Peter Keller, PhD (Western)
GIS, Decision making, cartography, tourism
Michele-Lee Moore, PhD (Wilfrid Laurier)
Global, national and provincial water policy networks, resilience of social-ecological systems, social innovation, environmental security
Trisalyn Nelson, PhD (Wilfrid Laurier)
Geomatics, advanced spatial analysis, spatial statistics, GIS
K. Olaf Niemann, PhD (Alberta)
Remote sensing, geomorphology
Ian J. O'Connell, PhD (Victoria)
GIS, cartography, surveying
Alek 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
Dan J. Smith, PhD (Alberta)
Geomorphology, dendrochronology
Simon Springer, PhD (British Columbia)
Political and development geographies
S. Martin Taylor, PhD (British Columbia)
Environment and health, health promotion
Ian Walker, PhD (Guelph)
Sediment transport and erosion: coastal, desert, rivers, dunes
Frederick J. Wrona, PhD (Calgary)
Aquatic ecology and eco-toxicology, biostatistics and quantitative ecology
Adjuncts and Cross-Listed Appointments
René L. Alfaro, PhD (SFU)
Quantifying pest damage to forests of BC; genetic resistance to pests
Birks, Jean, PhD (Waterloo)
Development and application of isotope tracer techniques to understand the hydrological cycle
Barry R. Bonsal, PhD (Saskatchewan)
Climatology, Western Canada
Charles Burnett, PhD (Turku)
Spatial modelling, remote sensing, GIS
Allan L. Carroll, PhD (New Brunswick)
Natural resources and environmental studies
Stephanie E. Chang, PhD (Cornell)
Urban planning, natural disasters, risk management and GIS decision-support

Habib Chaudhury, PhD (Wisconsin)
Gerontology, research on personhood in dementia
John Clague, PhD (British Columbia)
Earth sciences, quaternary science
Yonas Dibike, PhD (Delft)
Hydro-climatology, hydrology and water resources related environmental studies
Frank Duerrden, MA (Manitoba)
Urban geography, resource management, First Nations land allocation, planning and economic development, geography of Northern Canada
Cosmin Fillipescu, PhD (Guelph)
Ecotoxicology and aquatic food web ecology
Leslie T. Foster, PhD (Toronto)
Medical geography
Hugh French, PhD (Southampton)
Fluvial and periglacial geomorphology
James S. Gardner, PhD (McGill)
Geomorphology, natural hazards and resource management in mountain areas
John Gibson, PhD (Waterloo)
Isotope hydrology
Jim Gower, PhD (Cambridge)
Remote sensing
Ellen Hines, PhD (Victoria)
Environmental impacts and management of coastal resources
Sophia C. Johannessen, PhD (Dalhousie)
Ocean optics, carbon cycle, climate change
Joji H. Isaka, Dr Eng (Tokyo)
Remote sensing, information and data fusion using machine intelligence
Trudy A. Kavanagh, PhD (Waterloo)
Environmental impacts, Canadian Rockies
Leslie A. King, PhD (London School of Economics)
Natural resources and environmental studies
Gerald Kuzyk, PhD (Alberta)
Biology, research, management and conservation of ungulate species
Olav Lian, PhD (Western Ontario)
Quaternary environments, sedimentology, stratigraphy, geomorphology
Douglas G. Maynard, PhD (Saskatchewan)
Forestry, soil sustainability
Prescott Okech, PhD (Alberta)
Water resource management, isotope hydrology and paleohydrology, paleolimnology
Grant Murray, PhD (Michigan)
Coastal communities, marine protected areas
Kurt Niquielt, PhD (Groningen)
Forestry economics
Paul Paquet, PhD (Alberta)
Interdisciplinary conservation
Christopher M. Pearce, PhD (Laval)
Coastal ecosystems and resources
CindyAnn Rose-Redwood, PhD (Penn)
Geopolitics, social geography, history and philosophy of education
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
Eleanor Setton, PhD (Victoria)
Environmental health, health geomatics
Tara E. Sharma, PhD (British Columbia)
Parks and protected areas, land-use/land-cover changes, scenario modeling, remote sensing, GIS
Pamela Shaw, PhD (Victoria)
Community-based research, geographic communication
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 socio-economic issues
G. Cornelis van Kooten, PhD (Oregon State)
Environmental studies and climate, energy, forest, agriculture economics
Neville N. Winchester, PhD (Victoria)
Tropical and temperate rainforest ecology/conservation biology
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. Assistants of one, two or three laboratories per week (2, 4 and 6 contact hours) are available. The department may be able to award a limited number of income supplements to teaching assistants subject to availability.

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 Advisor, 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: <registrar.uvic.ca/grad/ >.

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
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 500 (3.0)
   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 500 (3.0)
   b) one of GEOG 536, 537, 538, 539 (1.5) or another advanced 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 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 advisor 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 "Work Terms" on page 32.
Germanic and Slavic Studies

General Information

The Department of Germanic and Slavic Studies is a small academic unit whose members bring a deep personal commitment to their work both as researchers and teachers. A graduate program in German has existed since 1991-1992. It covers the whole range of German literature from the Middle Ages to the present years, and its focus has sharpened on literary and culture studies of the last two centuries.

For further information or any updates please visit the department website.

Contact Information

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Faculty Members and Areas of Research

Peter Götz, 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 Schälli, PhD (Brit Col)
20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; ecocriminology
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 Telychyk, 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, Nordic-Slavic contacts
Wassils Kassis, PhD (Zürich)
The phenomena of xenophobia and anti-Semitism

Matthew Pollard, PhD (McG)
Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl

Julia Roachtchina, PhD (Moscow)
Language pedagogy; information technology; e-learning

Emeritus
Angelika Arend, DPhil (Oxon)
Lyric Poetry; Early 19th Century Literature; Literature and Music; German-Canadian Literature; Gottfried Benn; Walter Bauer; Else Seel

Nicholas Galichenko, PhD (McG)
Georgian cinema

Degrees and Specializations Offered

The department offers an MA in Germanic Studies. The department may also offer programs in Slavic Studies by Special Arrangement (see "Individual Graduate Programs by Special Arrangement", page 19.)

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 & 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 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 Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor’s Degree (Major in Germanic Studies) with a minimum average of A- (7.0 GPA) in the final year’s work.

Program Requirements

Thesis-based Master’s Program

The MA program in Germanic Studies consists of a minimum of 15 units of graduate credit:
1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

All courses, except GMST 501 (Theory and Methodology) are variable in content and may be taken more than once, with departmental permission. At the end of GMST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 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 "Work Terms" on page 32.

2013-14 UVIC CALENDAR

Graduate Programs

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Greek and Roman Studies

GENERAL INFORMATION

The Department of Greek and Roman Studies offers a two-year program leading to the degree of Master of Arts in Greek and Roman Studies. The program consists of course work and the composition of a thesis. Course work will include study of both Greek and Latin, but the thesis may be written in the areas of classical archaeology, ancient history, and Greek or Latin literature. Prospective students can find further information on the department website: <web.uvic.ca/grs>.

Contact Information

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Chair: Brendan Burke
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Graduate Adviser: Ingrid E. Holmberg
Email: ingrid@uvic.ca
Phone:......................... 250-721-8528
Graduate Secretary: Sonja Bermingham
Email: sberman@uvic.ca
Phone:......................... 250-721-8514

Faculty Members and Areas of Research

Laurel M. Bowman, PhD (California, Los Angeles)
Greek tragedy, Hellenistic poetry, ancient religion
Brendan Burke, PhD (California, Los Angeles)
Aegean prehistory, Greek art and architecture, Anatolian archaeology
Josiah E. Davis, PhD (Pennsylvania)
Augustan literature, Roman material culture, Reception Studies
Ingrid E. Holmberg, PhD (Yale)
 Homer and early Greek poetry, critical theory, especially feminist
Geoffrey Kron, B.Sc., MA., PhD (Toronto)
Greek democracy, Greek and Roman economy, agriculture and technology
Cedric A. J. Littlewood, DPhil (Oxford)
Imperial Latin poetry, ancient literary criticism
John P. Oleson, PhD (Harvard), FRSC
 Ancient technology, maritime archaeology, Near Eastern archaeology
Gregory D. Rowe, DPhil (Oxford)
Roman history, Greek and Latin epigraphy, Roman public and private law

Emeritus Faculty

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

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 enrollment. All eligible applicants are encouraged to assist in applying for funding from provincial, federal and external sources; see the information provided by the Faculty of Graduate Studies <www.uvic.ca/grad>. Financial assistance for research assistants and teaching assistants is subject to department funding.

Admission Requirements

General

All applicants must be able to demonstrate a well-rounded, comprehensive knowledge of the ancient Greek and Roman worlds. Applicants should ideally have balanced strength in Greek and Latin, or substantial experience in one language and at least basic competence in the other. In addition to the documentation required by the Faculty of Graduate Studies (see "Faculty Admissions", page 16), the Department of Greek and Roman Studies also requires a statement of intent from each prospective student outlining the student's research interests.

Admission to the PhD Program

Applicants to the PhD program will normally be 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. Applicants to the PhD program will normally be 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.

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 units); Greek History (GRS 502, 3 units); Latin Literature (GRS 503, 3 units); Roman History (GRS 504, 3 units); Ancient Art and Archaeology (GRS 505, 3 units); and Ancient Philosophy (GRS 506, 3 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 fulfill the language requirement by passing the department's written translation examination. Examinations will normally be of two hours duration and may be written with the aid of a dictionary.

Thesis

In the second year, candidates will write a thesis (GRS 599), choosing their subject of research from one of the three fields they have studied in the first year. The unit value of the thesis may range from 6 to 9 units but will normally be 7.5 units. The length of the thesis can vary consider-
ably, 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 in the languages stream will normally fulfill this requirement with GRS 601, 611 and 621; students in the history stream will normally fulfill this requirement with GRS 602, 612, and 622; students in the archaeology stream will normally fulfill this requirement with GRS 603, 605, 613, and 623.
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.

**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 “Work Terms” on page 32.

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**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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Phone: 250-721-6459
Graduate Secretary: Sandra Boudewyn
Email: hisgrad@uvic.ca
Phone: 250-721-6459

**Faculty Members and Areas of Research**

Elizabeth Borycki, PhD (Toronto), MN (Manitoba), HBCsN (Lakehead), RN, Associate Professor
Patient Safety; Technology-induced error; Methods to Design 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, PhD (Columbia), MSN (Duke), BSN (N. Carolina), Assistant Professor
Telehealth; Chronic disease management; Geriatric health; Nursing Informatics and Health Services Research

André Kushniruk, PhD (McGill), MSc (McMaster), BA (Brock), BSc (Brock), Professor
Evaluation of the use and usability of information systems; e-Health and telemedicine; Consumer Informatics; Cognitive aspects of decision support systems; Data mining in health informatics; Computerized patient record systems; Evaluation methodologies; Intelligent information filtering; Usability engineering; Knowledge representation; Design of health care user interfaces and human-computer; interaction in complex domains

Alex M.H. Kuo, PhD (Nottingham, UK), MBA (Taiwan), BSc (Taiwan), Associate Professor
Data Interoperability; Health Database & Data Warehousing; Data Mining Application in Healthcare; e-Health

Francis Lau, PhD (Alberta), MBA (Alberta), MSc (Alberta), BSc (Alberta), Professor
Strategic Planning for health systems; Electronic health records; Information management and analysis; Impacts of IT in health; Action research; Design, implementation and evaluation of health information systems; Decision support systems; Knowledge management

Scott Macdonald, PhD (Western Ontario), MA (Toronto), BSc (Victoria), Professor
Social Epidemiology of Addictions; Monitoring and Surveillance of Addictions Problems; Relationship Between Substance Use and Abuse with Injuries; Alcohol and Drug Policy
Abdul Roudsari, PhD (London), MSc (London), BSc (London), Professor and Director
Electronic Healthcare; Telecare; e-health

Omid Shabestari, PhD (London) MD (Tehran), Assistant Teaching Professor
Secondary use of health data; Business Intelligence; Health System analysis and design; Telemedicine; Health 2.0; Evaluation Research

Gerhard Brauer, EdD (British Columbia), MA (British Columbia), BA Hons (Victoria)
Epidemiology and epidemiology information systems; technology assessment; comparative health care systems; systems analysis; pedagogy; rural health care, health in development; telemedicine, telehealth, etc.; interactive computer graphics in education; program evaluation

Jochen R. Moehr, PhD (Hannover, Germany), MD (Marburg, Germany)
Hospital Information Systems; Medical Artificial Intelligence; Medical Records; Medical Coding; Factual Information Systems; Health Care Technology Evaluation; Preventive Medicine

Denis Protti, MSc (Manitoba), BSc (Alberta)
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

**Distributed Stream Adjunct Appointments**

Jeff Barnett, MSc (Victoria), BSc (UBC), Adjunct Assistant Professor, UVic, Director of Clinical Informatics, Cancer Care, BC Cancer Agency, Adjunct Assistant Professor

Bruce Carleton, PharmD (Utah), BPharm (Washington State), Director, Pharmaceutical Outcomes Programme, Children’s & Women’s Health Centre of BC, Adjunct Associate Professor

Michael Downing, MD (Western Ontario), Medical Director, Victoria Hospice Society, Adjunct Assistant Professor

Marilynne Hebert, PhD (UBC), BSc (Alberta), Assistant Professor, Community Health Sciences, University of Calgary, Adjunct Assistant Professor

Sandra Jarvis-Selinger, PhD (UBC), MEd (UBC), BEd (Lakehead), HBA (Lakehead), BA (Brock), Educational Research Director, CPD-KT, UBC, Adjunct Assistant Professor

Malcolm Mclurie, SD (Harvard), SM (Harvard), BA (Oxford), Adjunct Professor

Nola Ries, LL.M (Alberta), MPA (Victoria), LLB (Victoria), BA (Alberta), Adjunct Assistant Professor

Tom Rosenthal, MSc (Calgary), MD (Calgary), BSc (Calgary), Professor, Community Health Sciences, University of Calgary, Adjunct Associate Professor

Richard Scott, PhD (Calgary), BSc (Plymouth), Associate Professor, Community Health Sciences, University of Calgary, Adjunct Associate Professor

Richard Stanwick, MSc (McGill), MD (Manitoba), BSc (Manitoba), Medical Health Officer, Vancouver Island Health Authority, Adjunct Professor
Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the degree of MSc. There are three program streams:

- On-campus Stream, MSc
- Distributed Stream (online), MSc
- Master’s of Nursing, Advanced Practice Nursing—Master’s of Science in Health Informatics (online)

The School also offers an on-campus special arrangement program of study leading to the degree of PhD in Health Informatics.

Facilities

The School has excellent computer equipment, laboratories and technical support that enable faculty and students to engage in all aspects of health informatics research. The University library holdings in various subject areas of health informatics are comprehensive and up to date. In addition, the School has well established linkages to 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 4-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.

Admission Requirements

The admission selection process is competitive, and enrollment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website: <Registrar.uvic.ca/grad>. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. There are three entry points for the distributed (online) MSc stream, and on-campus MSc stream each year in January, May and September, respectively. For the Double Degree Master of Nursing and Master of Health Informatics Program (distance) there is one entry point, September of each academic year.

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 résumé should include your educational background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.

A letter of intended study describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace, and in what ways will the program improve/change your personal career.

For international students

- If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop is in May. We expect you to return to your country in between this workshop to continue working for your current employer and not to remain in Canada.

PhD by Special Arrangement

This is an on-campus PhD program. Applicants must hold a relevant Master’s degree to apply.

Deadlines

For the distributed (online) MSc stream, and (on-campus) MSc Stream the deadlines for Canadian applications are October 31 for January entry, February 28 for May entry, and May 31 for September entry. For international applications the deadlines are April 15 for January entry, September 15 for May entry, and December 15 for September entry. For the PhD by special arrangement the deadlines for Canadian applications are January 15 for both September and May entry. For international applications the deadlines are December 15 for September entry and September 15 for May entry.

Program Requirements

The program is designed as an intensive 2-year program. All course requirements must be completed prior to proceeding to the final oral examination.

On-Campus Stream

The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a thesis. The program of study will include graduate level health informatics courses from within the School, and may include graduate elective courses from other departments within UVic.

Some 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:

- HINF 580 (1.5) Health Informatics Graduate Seminar
- HINF 503 (1.5) Research Methods in Health Informatics
- HINF 599 (6.0) Thesis
- A minimum of 7.5 units from the list of HINF electives.

With permission of course instructor and the School of Health Information Science, electives may include graduate level courses, relevant to your program, from other UVic departments.

Distributed Stream

The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a major project or thesis. Distributed stream students are also required to attend a two week on-campus workshop in year one. The program of study will include the following requirements:

MSc - Thesis Option:

- HINF 503 (1.5) Research Methods in HI
- HINF 599 (6.0) Thesis Option
- A minimum of 9 units from the list of HINF electives.

MSc - Research Project Option:

- HINF 503 (1.5) Research Methods in Health Informatics
- HINF 598 (3.0) Research Project
A minimum of 12 units from the list of HINF electives.

**HINF Electives:**
Electives offered vary from year to year. Students should consult with the School for details.
- HINF 501 (1.5) Database Design
- HINF 510 (1.5) Information Management and Technology
- HINF 511 (1.5) Clinical Decisions Support Systems
- HINF 515 (1.5) Patient Care Information Systems
- HINF 516 (1.5) Telemedicine in Action
- HINF 530 (1.5) Health Information Literature Review
- HINF 531 (1.5) Ethical and Legal Aspects of Health Informatics
- HINF 535 (1.5) Health Information Standards
- HINF 550 (1.5) Health Information System Design
- HINF 551 (1.5) Electronic Health Record
- HINF 552 (1.5) Evaluation of e-Health Initiatives
- HINF 553 (1.5) E-Health Sustainability
- HINF 554 (1.5) Critical Appraisal of the Health Sciences Literature
- HINF 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 570 (1.5) Epidemiology in Health Services Management
- HINF 571 (1.5) Health Systems Data Analysis
- HINF 572 (1.5) Health Informatics: An Overview
- HINF 573 (1.5) Applied Biostatistics
- HINF 575 (1.5) Human Factors in Healthcare
- HINF 590 (1.5) Directed Studies in Health Informatics (may be taken more than once)
- HINF 591 (1.5) Topics in Health Informatics (may be taken more than once)

**On-Campus Stream Sample Model Program:**
A model program is included to show the proposed course sequencing over a 2-year period:

**Year 1:**
- HINF 599; HINF 501; HINF 503; HINF Electives

**Year 2:**
- HINF 599; HINF Electives

**Distributed Stream Sample Model Program — Thesis Option:**

**Year 1:**
- HINF 599; HINF 503; HINF electives
- May Workshop: 2 weeks in year 1 at UVic. The workshop is part of two 1.5 credit courses and is on-campus (subject to change)

**Year 2:**
- HINF 599 cont’d; HINF electives

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

**Year 1:**
- HINF 598; HINF 503; HINF electives
- May Workshop: 2 weeks in year 1 at UVic. The workshop is part of two 1.5 credit courses and is on-campus (subject to change)

**Year 2:**
- HINF 598 cont’d; HINF electives

**Oral Examination**
An oral examination is required for both the thesis and project options.

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

**Master of Nursing, Advanced Practice Nursing: 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 30.5 program units including an onsite program orientation prior to program commencement. In addition to completing 24.5 units of course work students will complete a 6 unit thesis. An oral examination of the thesis proposal as well as the completed thesis will be required. There are also two required cooperative learning experiences in this option. Cooperative learning experiences must usually be undertaken outside of a students current employment setting.

**Required core APN courses (6.0 units)**
- NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
- NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
- NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
- NURS 565 (0.5) Trends and Issues in Advanced Practice Nursing (one)
- NURS 566 (0.5) Trends and Issues in Advanced Practice Nursing (two)
- NURS 567 (0.5) Trends and Issues in Advanced Practice Nursing (three)

**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:
- 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

**Co-operative Education**
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and work place experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. 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 “Work Terms” on page 32.

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. Lloyd Howard
Email: spanit@uvic.ca
Phone: ................................ 250-721-7413

Faculty Members and Areas of Research
Gregory Peter Andrachuk, PhD (Toronto)
Medieval literature, especially sentimental romance and Cancionero poetry, religion and literature, especially Auto Sacramental

Maria Bettaglio, PhD (SUNY-Buffalo)
Twentieth-century Spanish and Italian literature, women’s studies, gender studies, critical theory, translation theory

Silvia Calas 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

Lloyd H. Howard, PhD (Johns Hopkins)
Italian literature of the 13th and 14th centuries, especially Dante

Pablo Restrepo-Gautier, PhD (British Columbia)
Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies

Dan Russek, PhD (Chicago)
Modern and contemporary Latin American literature, literature and visual arts

Degrees and Specializations Offered
The Department of Hispanic and Italian Studies offers programs leading to the degrees of Master of Arts in Hispanic Studies and Master of Arts in Hispanic and Italian Studies, both in a thesis and project-based option.

Facilities
Department Research Library.

Financial Support
Each year, entering students are eligible for a University Graduate Fellowship of $10,000 to $15,000 per year, tenable for two years. Qualified students entering the program may be hired as teaching assistants with funds available for up to two courses annually to be taught by graduate students at a value of approximately $5,000 per course. At least two assistantships a year, worth up to $11,300 each, are available to students interested in studying any aspect of the Hispanic Baroque/Neobaroque (Spain or Latin America) from the seventeenth to twenty-first centuries. Eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS
General
All candidates for these degrees must meet all the general requirements of the Faculty of Graduate Studies as well as the specific requirements of the Department of Hispanic and Italian Studies.

Students may be admitted commencing September only of each year. Graduate course offerings in the summer period are limited.

In addition to the documentation required by the Faculty of Graduate Studies (see "Faculty Admissions", page 16), 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 "Work Terms" on page 32.

History
GENERAL INFORMATION
The Department of History offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student's supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Thesis MA and PhD students complete and defend a thesis or dissertation; project-based MA students complete an extended research paper.
Contact Information
Department of History
Location: Clearihue B245
Mailing Address:
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 3P4
Canada
Courier Address:
Department of History
University of Victoria
3800 Finnerty Rd.
Clearihue Building Room B245
Victoria, BC V8W 3P4
Canada
Telephone Number: 250-721-7384
Fax Number: 250-721-8772
Email: histgrad@uvic.ca
Website: <history.uvic.ca>
Chair: Dr. Lynne Marks
Email: lsmarks@uvic.ca
Phone: 250-721-7381
Graduate Adviser: Dr. John Lutz
Email: jlutz@uvic.ca
Phone: 250-721-7392
Graduate Secretary: Heather Waterlander
Email: histgrad@uvic.ca
Phone: 250-721-7384

Faculty Members and Areas of Research
Robert S. Alexander, PhD (Cambridge)
Modern France; 19th century Europe; political history
Sara Beam, PhD (Berkeley)
Francophone Europe 1450 - 1700; cultural and legal history
A. Perry Biddiscombe, PhD (London School of Economics)
Modern Europe; nationalism
Gregory R. Blue, PhD (Cambridge)
World history; intellectual/cultural history; pre-1949 Sino-Western relations; comparative colonialism
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
Andrew 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
Eric W. Sager, PhD (British Columbia)
Family history, social and economic history
Thomas J. Saunders, PhD (Toronto)
Modern Germany; 20th century European culture
Oliver Schmidtké, 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
Wendy Wickwire, PhD (Wesleyan)
Oral history; First Nations history
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, PhD.

Facilities
Facilities are available for graduate work in Canadian, European, British, American, Middle Eastern, Japanese and Chinese history, and on a wide range of themes, among them political history, aboriginal history, military history, gender history, social history, cultural history, diplomatic history, intellectual history, comparative/ world history, labour history, history of science and historical demographics. Depending on geographic concentration, the department covers periods ranging from the medieval to the modern. Other areas and themes may be available; prospective students should consult the Graduate Adviser or a potential supervisor. The University’s McPherson Library has holdings in excess of one million volumes, and graduate students may also be granted access to the Provincial Library and Archives, which include notable manuscript collections relating to western Canada and the northwestern United States.

Financial Support
History students are eligible for University of Victoria Fellowships on a competitive basis. In addition, the department offers several scholarships of varying amounts. Teaching and research assistantships are also available on a competitive basis. Entering and continuing students are automatically considered for scholarships. Students must apply for assistantships. Because funds are limited and assistantships generally do not cover tuition costs, prospective students are encouraged to apply for external funding, most notably SSHRC (CGS) scholarships.

Admission Requirements
In addition to reference letters and transcripts required by the Faculty of Graduate Studies, students must send a letter to the Graduate Adviser in the History department outlining their particular area of interest within the field of History and their proposed thesis topic if they plan to do a PhD or a thesis MA. This letter need not be more than a page long. It will assist the department in determining whether or not it can provide appropriate supervision. A minimum TOEFL (TWE included) score of 600 on the paper-based is required of all international students whose first language is not English.

Admission to the Master’s Program
Subject to the admission requirements of the Faculty of Graduate Studies, admission to the MA program normally requires a bachelor’s degree with a minimum overall average of B+ (6.0 GPA), or a bachelor’s degree with a minimum average of A- (7.0 GPA) in the final year’s work. Many more students apply each year than can be accommodated in the program. A candidate with background deficiencies in History may be required to register for a year as a non-degree undergraduate student before being admitted to the MA program.

Admission to the PhD Program
Admission to the PhD program normally requires a master’s degree with a minimum average of A- in graduate courses.

Deadlines
 Normally, students are admitted in September although in certain cases, it may be possible to enter the program in January. Most courses run from September to December and from January to April. It is not possible to do a graduate degree in History through Summer Sessions. Students who wish to be considered for scholarships must submit their applications by Febru-
GRADUATE PROGRAMS

ARY 1st. Other students should conform to the deadlines set by the Faculty of Graduate Studies. Late applications may be considered if space is available.

Admission is on a competitive basis. Not all students who meet the requirements will be admitted. The History department normally admits a total of 15-20 MA and PhD students each year.

PROGRAM REQUIREMENTS

All programs must be approved by the Graduate Adviser to insure balance and focus in the program of each student.

With the written permission of the Graduate Adviser, students may take a graduate course in another department if this is appropriate for their program.

All candidates for the MA and PhD degrees must demonstrate a reading knowledge of a second language acceptable to the department in order to qualify for graduation. This will normally be a language relevant to the student’s research interests. The level of proficiency expected will be 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.

Not all of the History graduate courses listed in the calendar will be offered in a particular year. All courses are variable content. With department permission, HIST 501 to 591 may be taken more than once. Students should consult the department concerning specific content of the courses offered in any given year.

MA Program

The History department offers both a thesis-based MA and a project-based MA. In both programs, students must take HIST 500 (Historiography) and 4.5 units of graduate History courses including at least 1.5 units in a topical field (e.g., HIST 510 to 526) and 1.5 units in a geographical field (e.g., HIST 501A to 509B). In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HIST 599 (thesis); students in the project-based option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HIST 550 and HIST 598 (Extended Research Paper).

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

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

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

Thesis-based MA

Course requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Thesis</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

Thesis

The thesis length must be between 70 and 120 typed pages.

Program Length

The thesis MA is designed to be completed in two years.

Project-based MA

Course requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>HIST 550</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Courses</td>
<td>3.0</td>
</tr>
<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Research Paper</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>

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

Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HIST 550. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. This paper will not be subject to oral defense.

Program Length

The project-based MA is designed to be completed in one year.

PhD Program

The Doctoral degree requires credit in 7.5 units of graduate courses, including the historiographical/historical methods course (HIST 500), comprehensive exams in one major and two minor fields, and completion of a dissertation. (Students who have completed HIST 500 or its equivalent at the MA level will automatically be assigned credit for the course.)

PhD students are required to take enriched versions of three regular graduate courses, each worth 1.5 units of course-work, plus a 1.5 unit independent study course which will usually be organized by the student’s supervisor. These enriched courses, which involve the same course work as students enrolled in the Masters version of the course plus additional assignments including an expanded list of readings, will be the basis for the “fields” in which they write comprehensive exams. Students choose three courses from the list of 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 a 1.5 unit course in another department.

Major and minor fields may be defined either topically or geographically. Normally students will choose one of the enriched courses and complement it with the independent study course to constitute their major field; the other two enriched courses will provide the basis for two minor fields of study. Students may also combine two linked enriched courses (i.e. Pre and Post Confederation Canada) into a major field and use the independent study course for a minor field.

Doctoral students are expected to take the three enriched courses in successive terms during the first fall, spring and second fall terms of their enrollment in the program and complete the written comprehensive exam following the conclusion of each course. The independent study course 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. In special cases, PhD students may be allowed, with the approval of the graduate adviser, to take two field 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 one exam a single time.

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 HIST 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historiography HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Independent Study Course HIST 690</td>
<td>1.5</td>
</tr>
<tr>
<td>Comprehensive Exams HIST 693</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation Proposal HIST 695</td>
<td>1.5</td>
</tr>
<tr>
<td>Thesis</td>
<td>25.5</td>
</tr>
<tr>
<td>Total</td>
<td>37.5</td>
</tr>
</tbody>
</table>
Concentration in Cultural, Social and Political Thought (CSPT)

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

To complete the CSPT MA program in History, a student must complete:

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

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

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

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

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

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

See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 112.

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 "Work Terms" on page 32.

History in Art

General Information

Contact Information

Department of History in Art
Location: Fine Arts Building, Room 151

Mailing Address:
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Telephone Number: ............... 250-721-7942
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Email: dkowalyk@uvic.ca
Website: <finearts.uvic.ca/historyinart/>
Chair: Dr. Catherine Harding
email: charding@uvic.ca
Phone: ....................... 250-721-7940
Graduate Adviser: Dr. Erin Campbell
email: erinjc@uvic.ca
Phone: ....................... 250-721-7944
Graduate Secretary: Debbie Kowalyk
email: dkowalyk@uvic.ca
Phone: ....................... 250-721-7942

Faculty Members and Areas of Research

Allan Antifff, 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

Christopher A. Thomas, PhD (Yale)
Canadian art and architecture, modern architecture

S. Anthony Welch, PhD (Harvard)
Islamic art and architecture; Islamic painting; architecture of Muslim India

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

Degrees and Specializations Offered

The Department of History in Art offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy. The program for each student is determined by the Graduate Adviser and the appropriate supervisor in consultation with the student, and is intended to meet the student's specific academic needs while at the same time maintaining some breadth of exposure to a wide range of topics and methodologies.

The department also participates in the Co-operative Education Program; students who are interested in the possibility of gaining discipline-related work experience while they pursue their degree are invited to contact the department's Graduate Adviser.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from $2,700 to $7,000 for eight months' work. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the Graduate Adviser of the department for additional details.

Admission Requirements

General

As part of the requirements of the MA and PhD programs of the Department of History in Art, all applicants must submit a brief statement of the reasons for their interest in a career in art history, a CV, transcripts, two reference letters and a sample of their written art-historical research. This may be a paper, publication or, where relevant, an MA thesis.

Admission to the Master's Program

Applicants for the MA program should have a significant academic background in the history of art, either through a Major or Honours degree in the history of art or a closely related field, or, if their degree is in some other discipline, through substantial course work in the history of art. A student who does not have sufficient course work in the history of art may be asked to complete a full year of additional course work at the senior undergraduate level before their application to the graduate program will be considered.

Admission to the PhD Program

Applicants for the PhD program should have a master's degree in the history of art or a closely related field from a recognized university, and demonstrate that they are capable of undertaking advanced research. (This capability will be judged on the basis of a master's thesis or other scholarly work, including publications, as well as from letters of reference from qualified referees.)

Deadlines

Complete applications must be received by the Graduate Admissions and Records Office by December 15 in order to be processed in time for the department to make its decisions in spring regarding admissions and nominations for fellowships for the next academic year. Applicants should send a transcript of their fall courses directly to the department as soon as their grades are available for those courses completed in the fall.
Program Requirements

Except for HA 501/601 and HA 509/609, only a selection of seminars (HA 502-580) will be offered in any particular year. Except for HA 501/601 and HA 509/609, all seminar courses and directed studies may be taken more than once, in different topics.

Program Length

Master's degrees are normally completed in two years, doctoral degrees within 4-5 years.

Master of Arts

The MA in History in Art normally consists of 16.5 units, including a Research Paper (HA 598). In the first eight months (September-April), all students will normally complete 9 units of course work, comprising HA 501: Colloquium in Theories and Practices (3 units); HA 509: Workshop in Art Historical Writing (1.5 units), both compulsory for all students, and at least two additional seminars. All students are required to take 1.5 units in a History in Art course dealing primarily with cultures other than European (derived) ones, unless they can demonstrate to the department's satisfaction that they have already done so.

Course Requirements

HA 501 (Colloquium in Theories and Practices) .......................... 3.0
HA 509 (Workshop in Art Historical Writing) 1.5
5 additional courses (1.5 units each) .................. 7.5
HA 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.

PhD Program

The PhD program normally consists of a minimum of 39 units, with a course work component of 7.5 units (5 seminars). Those who enter the HA department as PhD students coming from other universities must take HA 601 and HA 609, with 3 units (2 seminars) as part of their required course work. Students holding a Master's from our department and entering the doctoral program with HA 501 and HA 509 as credits, will take HA 609 and 6 units (4 seminars). The seminars 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 since art historical research is inherently interdisciplinary.

There is a required 3-unit candidacy exam (HA 693), which must be passed within 3 years of registration in the program. Registration in HA 699, the 28.5-unit dissertation, is only permitted upon completion of HA 693.

Course Requirements

Students accepted into the doctoral program from outside universities will take:

- HA 601 .......................... 3.0
- HA 609 .......................... 1.5
- 2 additional courses .......................... 3.0

Students accepted into the doctoral program from within UVic, with credit for HA 501 and HA 509, will take:

- HA 609 .......................... 1.5
- 3 additional courses .......................... 6.0

The seminars should be directly related to the student's particular areas of art historical interest; in some cases, coursework may be taken outside of the department since art historical research is inherently interdisciplinary, with permission from the supervisor and Graduate Adviser. Students must pass their seminars with at least a B+ average; we encourage students to take HA 609 after the completion of HA 693 to support the writing of the dissertation.

Both groups of students will take:

- HA 693 (Candidacy Exam) .......................... 3.0
- HA 699 Dissertation .......................... 28.5

HA 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 HA 693. Readings for the comprehensive examinations will be broader than the course work and will be determined by the student and the student's adviser. A student may repeat comprehensive examinations one time only.

The Candidacy Examination in History in Art 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 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 HA 699 is only permitted upon completion of HA 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 "Work Terms" on page 32.

Indigenous Education

GENERAL INFORMATION

Contact Information

Indigenous Education
Location: MacLaurin Building, Room A267
Mailing Address: Indigenous Education
University of Victoria
PO Box 3010 STN CSC
Victoria, BC V8W 3N4
Telephone Number: 250-721-7826
Fax Number: 250-853-3943
Email: ied@uvic.ca
Website: <www.uvic.ca/education/home/home/indigenous>

Director: Onowa McIvor
Email: ied@uvic.ca
Phone: 250-721-7826

Indigenous Student Adviser/Coordinator: Nick Claxton
Email: icladvis@uvic.ca
Phone: 250-721-8389

Language Programs Coordinator: Aliki Marinakis
Email: iedlang@uvic.ca
Phone: 250-721-7855

Faculty Members and Areas of Research

Indigenous Education

Onowa McIvor, PhD (UBC)

Heritage language maintenance; bilingualism, early literacy from an Indigenous perspective; Indigenous early childhood education, care and development, teacher education, Indigenous curriculum development and pedagogy; Indigenous epistemologies.

Lorna Williams, EdD (Tennessee)
Aboriginal science, Aboriginal teacher education, Indigenous knowledge and wisdom, collaborative learning, adult learning, cognitive development, Aboriginal language revitalization and maintenance, cross-cultural education, anti-racism education, environmental education.

Linguistics
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
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)

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
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 fluent/literate or semi-fluent/literate in any Indigenous language.

Exceptional entry:
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.

It is expected that this condition will be applied for the first 5 years of the program only, from the year the program begins.
UVIC GRADUATE CALENDAR 2013-14

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) Issues in Minority Language Maintenance
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
Location: Human & Social Development Building, Room A260
Mailing Address:
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Human & Social Development Building, Room A260
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: .......... 250-721-6438
Fax Number: ................. 250-472-4724
Email: igov@uvic.ca
Website: <http://www.uvic.ca/igov/>
Director: Dr. Taiaiake Alfred
Email: gta@uvic.ca
Phone:......................... 250-721-6439

Graduate Adviser: Dr. Jeff CORNTassel
Email: ctassel@uvic.ca
Phone:......................... 250-721-6440
Graduate Secretary
Email: igov@uvic.ca
Phone:......................... 250-721-6438

Faculty Members and Areas of Research
Taiaiake Alfred, Professor and Director,
Indigenous Governance, PhD (Cornell)
Specialization in leadership, warriorism, cultural restoration, and political thought.
Jef CORntassel, Associate Professor, Indigenous Governance, PhD (Arizona)
Specialization in Indigenous political movements, community resurgence, global Indigenous rights discourse, and sustainable self-determination.
Heidi KIWetinipinesik Stark, Assistant Professor, Cross-Listed, Indigenous Governance, PhD (Minnesota)

Local Indigenous Advisory Council
Charles Elliott, Tsartlip
Cheryl Bryce, Lekwungen
Fran Powlows, Mohawk 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. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the Graduate Adviser of the department for additional details.

ADMISSION REQUIREMENTS

General
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.

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
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 of Graduate Studies
3800 Finnerty Road
University Centre, Room A207
Victoria, BC V8P 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
Interdisciplinary Graduate Adviser:
Dr. Alexandra Branzan Albu
E-Mail: intndadv@uvic.ca
Phone: .......................... 250-472-5209
INTD Assistant: TBA
E-Mail: fgsscl@uvic.ca
Phone: .......................... 250-472-5209

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

What is Interdiscipinarity?
Interdisciplinary involves the process of integrating 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 disciplines. 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; Social Dimensions of Health Research; Indigenous Governance; Studies in Policy and Practice (refer to individual program listings for descriptions); interdisciplinary graduate programs in Cultural, Social, and Political Thought (refer to calendar entry for English, History, Political Science or Sociology).

2. Students may enrol in a program within a regular disciplinary 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. Students may undertake an individual interdisciplinary studies program to pursue interdisciplinary research in an area that has not been formally approved as a regular graduate degree program by the University of Victoria Senate. A unique proposal can be approved by the Faculty of Graduate Studies for an Individual INTD degree supported through a combination of academic units of which one 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. The Faculty of Graduate Studies and academic units are under no obligation to arrange or approve interdisciplinary programs.

Individual Interdisciplinary Studies Programs
Individual interdisciplinary programs are subject to all of the usual Faculty of Graduate Studies regulations. Applicants are required to make an appointment with the interdisciplinary Graduate Adviser for an information session before proceeding to the application process. The application and approval process typically takes four to six months (See the application process outlined below). The program proposal must be formulated by the applicant and prospective supervisors, permission for certain courses obtained and the program approved by the Faculty of Graduate Studies Interdisciplinary Committee. Approval is not guaranteed. Courses should not be started without formal approval of the program by the Faculty of Graduate Studies.

ADMISSION REQUIREMENTS
Applicants for interdisciplinary degree programs must follow the admission procedures and meet the minimum entrance criteria set out in the Faculty of Graduate Studies regulations in the University of Victoria Graduate Calendar. In addition to the completion of a recognized undergraduate university degree, students will normally be required to have a minimum Grade Point Average of 7.00/A-

Admission
Individual interdisciplinary degrees will be offered at doctoral and master's levels and normally have a grade point average entrance requirement of 7.0 (A-). Applicants for individual interdisciplinary degree programs must follow the admission procedures and meet the entrance criteria of the Faculty of Graduate Studies.

Potential applicants must develop a degree program and assemble a supervisory committee before making formal application. (Refer to the Graduate Studies website for further information.

The student's official record will indicate the program as Interdisciplinary (INTD); comprehensive examinations, thesis, or dissertation will carry the prefix INTD.

Application Procedures
The INTD application has four parts. Please note that all four parts must be submitted by the application deadline.

1. The INTD Program Course form
2. The Program Proposal Details
3. The program approvals and permissions. These approvals include:
   a) letters of support from the co-supervisors (see instructions below),
   b) emails from the Chair of the academic units serving as the home academic unit and the Chair of the co-supervising academic unit confirming their support (ensure one of these academic units confirms they have agreed to serve as the home administrative academic unit).
   c) emails from the Chair or Graduate Adviser of academic units confirming student will be given access to specific graduate courses
4. The general application package for UVic Graduate Studies including supporting documents. The general application and instructions are found at <registrar.uvic.ca/grad/applyonline>.

The application and approval process typically takes four to six months because the program proposal must be formulated by the applicant and prospective supervisors, permission for certain courses obtained, and the program approved by the INTD Admissions Committee. The steps outlined on the Graduate Studies INTD website must be completed prior to the official application deadline date.

Application deadlines
- May 15 for September entry
- September 30 for January entry
- January 31 for May entry

The Faculty of Graduate Studies may limit the number of Individual Interdisciplinary Graduate degrees.

PROGAM 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 1 (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 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 corequisite 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 are normally completed in two years, doctoral degrees within 3 to 5 years

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, BC V8W 3P5
   Canada
   Courier Address:
   3800 Finnerty Road
   Cornett Building B138
   Victoria, BC V8P 5C2
   Telephone Number: 250-472-5185
   Website: <web.uvic.ca/~csptweb>
   Director: Dr. Nicole Shukin
   Email: csptd@uvic.ca
   Phone: 250-721-7270
   CSPT Program Assistant:
   Email: csptsec@uvic.ca
   Phone: 250-472-5185

This concentration is available to selected graduate students in English, History, Political Science, and Sociology. Interested students should consult the relevant departmental entries.

Students applying for an Individual Interdisciplinary MA or PhD Program may also opt for a concentration in Cultural, Social and Political Thought (CSPT). To be eligible for this concentration, students must have prior approval from the CSPT Admissions Committee.

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

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

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

- CSPT 601
- at least 1.5 units of CSPT 600
- a candidacy exam 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 su-
pervisory 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  
Faculty of Law, University of Victoria  
P.O. 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: 250-721-8147  
Fax Number: 250-721-6390  
Email: gradlaw@uvic.ca  
Website: <www.law.uvic.ca/grad>  
Dean: Professor Jeremy Webber  
Email: lawdean@uvic.ca  
Phone: 250-721-8147  
Graduate Adviser: Dr. Judy Fudge, Director of Graduate Programs  
Email: gradlaw@uvic.ca  
Phone: 250-721-8913  
Graduate Assistant: Lorinda Fraser  
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

**Gillian Calder, LLM (Osgoode)**  
Constitutional law, feminist legal theory, social benefits law, family law, performance and law

**Jamie L. Cassels, QC, LLM (Columbia) - On leave**  
Contracts, legal theory, remedies

**Kathryn Chan, LLM, DPhil Candidate (Oxford)**  
Law of the voluntary sector, the law of gift, administrative law and regulation, religious freedom, comparative law, and human rights and legal pluralism

**M. Cheryl Crane, LLM (Cambridge)**  
Employment law, administrative law

**Deborah L. Curran, LLM (California, at Berkeley)**  
Hakai Professor in Environmental Law and Sustainability. Water law, growth management and land use law, food systems, and the common ownership of property

**Maneesha Deckha, LLM (Columbia)**  
Feminist legal theory, posthumanism, animal ethics, postcolonialism, critical race theory, bioethics, 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

**Hamar Foster, QC, MJur (Auckland)**  
Legal history, Aboriginal law, comparative criminal law, the law of evidence and the law of property

**Judy Fudge, DPhil (Oxford)**  
Director, Graduate Program in Law (fall).  
Landsdowne Chair in Law. Employment and labour law (Canadian, comparative, and international), feminist political economy, the political economy of law, sociological approaches to law

**J. Donald C. Galloway, LLM (Harvard)**  
Torts, immigration and refugee law, jurisprudence

**Mark R. Gillen, LLM (Toronto)**  
Securities regulation, business associations, trusts, taxation law, competition law

**Donna Greschner, BCLLC (Oxford)**  
Constitutional law, comparative constitutional law, equity rights, health-care law, legal theory

**Rodney Haley, PhD (London)**  
Civil litigation, including securities litigation, products liability, class actions, construction law, gaming law, employment law, and corporate and commercial litigation

**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)**  
Pension provision and regulation, feminist political economy, debtor and creditor relations, income security, torts

**Michelle S. Lawrence, PhD Candidate (Simon Fraser)**  
Criminal litigation and justice policy

**Hester A. Lessard, LLM (Columbia)**  
Director, Graduate Program in Law (spring).  
Constitutional law, feminist legal theory, equity rights

**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 trade law, international ocean and environmental law and private international law (conflicts of law), environmental law, comparative Asian 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 Chair in Environmental Law and Policy. Environmental and resource management, political ecology and green legal theory, international environmental law, urban sustainability, community-based governance

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**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

**Andrew J. Pirie, LLM (Wellington)**  
Alternative dispute resolution, theory and practice of negotiation and mediation, access to civil justice, professional responsibility and legal ethics

**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)**  
Distinguished Professor of Political Science, Law, Indigenous Governance, and Philosophy. Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights

**Mary Anne Waldrone, QC, LLM (UBC)**  
Real estate law, plain language research

**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.law.uvic.ca/>.

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

The following financial support is available:
- University of Victoria Fellowships: Doctoral Fellowships (maximum three years) and Master’s Fellowships for one year. Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship. A grade point average of at least 7.0 (A-) is necessary.
- Law Foundation of British Columbia Graduate Fellowships: Doctoral Fellowships (maximum three years) and Master’s Fellowships for one year. These awards are highly competitive, and eligibility is based on academic performance.

ADMISSION REQUIREMENTS

The normal minimum for admission to the LLM degree program will be a Bachelor of Laws (LLB), Juris Doctor (JD) or equivalent civil law degree with an average of B+ (6.00 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- (7.00 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 |
| 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

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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Website: <www.uvic.ca/ling>
Chair: Dr. John Esling
Email: esling@uvic.ca
Phone: ............... 250-721-7424
Graduate Adviser: Dr. Suzanne Urbanczyk

Email: linggrad@uvic.ca
Phone: ............... 250-721-7431
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; Ahtabaskan languages

Ewa Czykowska-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

John H. Esling, PhD (Edinburgh), FRSC
Articulatory and auditory phonetics; sociophonetics; second language acquisition

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)
Sk'woxw7mesh language; Kwak’wala; 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 Saxton, PhD (California, San Diego)
Syntax; morphology; comparative and historical linguistics; Ahtabaskan/Dene languages; language revitalization

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)
Theoretical morphology and phonology; Coast Salish languages; language revitalization

Lorna Williams, PhD (Tennessee)
First Nations ancestry; Indigenous education; languages, cultures, and traditions

Emeritus

Thomas E. Hukari, PhD (Washington)
Grammatical theory; syntax; morphology; Salish languages

Joseph F. Kess, PhD (Hawaii), FRSC
Psycholinguistics; sociolinguistics; Asian and Pacific languages

Degrees and Specializations Offered

The Department of Linguistics offers programs of study and research leading to the degrees of Doctor of Philosophy and Master of Arts, especially 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 17. 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 16, 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+ (6.00 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.

2013-14 UVIC CALENDAR

GRADUATE PROGRAMS
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 26.

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:
  - LING 574 and LING 575 ................. 3.0
  - Two core courses in linguistics:
    - Syntax (LING 503 or LING 508) ............. 1.5
    - Phonology (LING 505 or LING 510) .......... 1.5
- Three units of electives in the thesis option and six in the project-based option, drawn from the following courses:
  - LING 500, 504, 509, 531, 570, 572, 573, 576, 577, 586, 592, 595, 596
- 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.

MA Program Requirements
The department offers a 15-unit thesis-based program leading to the MA degree. The program is designed to give students the opportunity to specialize in the area of their thesis while also providing them with the essential tools for linguistic analysis.

Course Requirements
The MA degree requires 9 units of course work plus thesis:
- LING 503 or 508 and LING 505 or 510 ......... 3.0
- Three other graduate-level courses .............. 4.5
- One other course at the 300, 400, or 500 level ........................................ 1.5
- Thesis (LING 599) ..................................... 6.0

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.

Program Length
Students are expected to complete the program in two years.

Mathematics and Statistics
GENERAL INFORMATION
Contact Information
Department of Mathematics and Statistics
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Chair: Dr. Chris Bose
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Graduate Adviser: Dr. Peter Dukes
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Phone: 250-721-8962
Graduate Secretary: Kristina McKinnon
Email: msstat@uvic.ca
Phone: 250-721-7436

Faculty Members and Areas of Research

Martial Agueh, PhD (Georgia Tech)
Mass transport theory, partial differential equations, geometric inequalities

Bruce Allison, PhD (Yale)
Algebra

Christopher J. Bose, PhD (Toronto)
Dynamical systems, ergodic theory

Richard Brewster, PhD (Simon Fraser)
Graph theory, discrete mathematics, theoretical computer science

Ryan Budney, PhD (Cornell)
Homotopy theory, knot theory

Laura Cowen, PhD (Simon Fraser)
Statistical ecology and capture-recapture models

Florin N. Diacu, PhD (Heidelberg)
Celestial mechanics, chaos, dynamical systems, mathematical physics, history and philosophy of mathematics

Peter Dukes, PhD (Caltech)
Combinatorics

Roderick Edwards, PhD (Victoria)
Neural networks, mathematical physiology

Heath Emerson, PhD (Penn State)
Operator algebras, index theory, hyperbolic groups

Denis Hanson, PhD (Alberta)
Graph Theory

Jing Huang, PhD (Simon Fraser)
Graph theory, algorithms and complexity

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 (Montreal)
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

Fausto Milinazzo, PhD (British Columbia)
Numerical solutions of partial differential equations

Robert V. Moody, PhD (Toronto)
Algebra

Christina Mynhardt, PhD (Rand)
Graph theory

Farouk Nathoo, PhD (Simon Fraser)
Spatial statistics

John Phillips, PhD (Oregon)
Operator algebras, noncommutative geometry

Ian F. Putnam, PhD (Calif, Berkeley)
Operator algebras, topological dynamics

Anthony N. Quas, PhD (Warwick)
Ergodic theory and dynamical systems

William J. Reed, PhD (British Columbia)
Stochastic modelling and statistics, especially in biology, economics and resource management

Ahmed R. Sourour, PhD (Illinois)
Functional analysis, operator theory, linear algebra

Harri 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

Julian West, PhD (MIT)
Combinatorics

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 order): 

Students have access to 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 18 or "Enhanced Programs" on page 18.

For a master's program, students whose first language is not English must achieve a score on the Test of English as a Foreign Language (TOEFL) of at least 575 on the paper-based test or an overall score of 90 on the Internet Based test, with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

Admission to the PhD Program
Admission into the PhD program will normally require a master's degree in Mathematics or Statistics and excellent research potential, documented by the quality of the master's thesis or letters of recommendation. In exceptional cases, students showing outstanding promise may be permitted to enrol directly in the PhD program with only a Bachelor's degree.

All PhD students are admitted to the Faculty of Graduate Studies as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for Doctor of Philosophy.

For a PhD program, students whose first language is not English must achieve a score on the Test of English as a Foreign Language (TOEFL) of at least 575 on the paper-based test, 233 on the computer-based test or an overall score of 90 on the Internet Based test, with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

Application Deadlines
North American Applicants:
• September Entry: May 31
• January Entry: October 31

International Applicants:
• September Entry: December 15
• January Entry: April 15

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 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
MATH 599 (Thesis) ............ 6.0
MATH or STAT courses at 500 level ............ 4.5
MATH or STAT courses at 400 level or above . . 3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis
Thesis (6 units) must be defended in a final oral examination.

Other Requirements
Each master's student is under the direction of a Supervisory Committee of at least two members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination
The Supervisory Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length
One to two years (generally two years); a minimum of five full fee installments is required.

Master’s Program in Statistics – 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, including at most one seminar course, totaling 6 units, and one of MATH 693 or STAT 693 (Candidacy Examination) worth 3 units.

Students entering the program without a master's degree must complete a minimum of eight graduate courses, including at most one seminar course, totaling 12 units, and one of MATH 693 or STAT 693 (Candidacy Examination) worth 3 units. MATH 693 is a co-requisite for MATH 699, and STAT 693 is a co-requisite for STAT 699.

Candidacy
All students are required to pass a candidacy examination consisting of three parts in distinct areas within the first two years of study. 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 all three parts, 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 accompa-
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

Department of Mechanical Engineering
Location: Engineering Office Wing (EOW), Room 548
Mailing Address: PO Box 3055 STN CSC Victoria, BC V8W 3P6 Canada
Courier Address: 3800 Finnerty Road EOW Building, Room 548 Victoria, BC V8W 3P6 Canada
Telephone Number: 250-721-8921 Fax Number: 250-721-6051 Email: mechgrad@uvic.ca Website: <www.uvic.ca/engineering/mechanical>

Chair: Zuomin Dong Email: zdong@uvic.ca Phone: 250-721-8900 Graduate Adviser: Peter Oshkai Email: poshkai@uvic.ca Phone: 250-721-8916

Acting Graduate Secretary: Sandra Baskett Email: mechgrad@uvic.ca Phone: 250-721-8921

Faculty Members and Areas of Research

Rustom Bhiladvala, PhD (Yale), Assistant Professor

Colin Bradley, PEng, PhD (Victoria), Professor
- Automated Manufacturing, Optical Sensors, Industrial Machine Vision

Bradley J. Buckham, PEng, PhD (Victoria), Associate Professor
- Dynamics of Undersea Vehicles, Computational Dynamics Modeling, Kinematics

Daniela Constantinescu, PEng, PhD (British Columbia), Associate Professor
- Haptics, Robotics, Mechatronics, Dynamics, Control

Curran Crawford, PEng, PhD (Cambridge), Associate Professor
- Energy Systems, Wind and Tidal Turbines, Multi-Disciplinary Design Optimization

Nikola Dechev, PEng, PhD (Toronto), Associate Professor

Nedjib Djlilali, PEng, PhD (British Columbia), Professor
- Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology

Zuomin Dong, PEng, PhD (SUNY, Buffalo), Professor

Sadik Dost, PEng, PhD (Istanbul), Professor
- Crystal Growth of Single Crystals, Transport Phenomena, Modelling

James B. Haddow, PhD (Manchester), (Limited Term) Professor
- Continuum Mechanics and Thermodynamics

Rodney A. Herring, PEng, PhD (Birmingham), Associate Professor
- Materials Processing, Electron Microscopy, Electron Holography, Confocal Holography

Martin Byung-Guk Jun, PEng, PhD (Illinois), Associate Professor
- Computer-Aided Manufacturing, Meso/Micro-Scale Manufacturing, Ultrafast Laser Machining, Advanced Materials, Biomedical Manufacturing

Hubert W. King, PEng, PhD (Birmingham), (Limited Term) Professor
- Residual Stress and Phase Transformations in Materials, Piezoelectric Devices and Sensors

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), Associate Professor
- Magnetic Refrigeration, Energy Systems, Thermodynamics

Yang Shi, PEng, PhD (Alberta), Associate 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), Associate Professor
- Disturbance Modelling in Forested Regions, Sustainable Development of Water Resources, Climate Change Analysis, Pollutant Dispersion Modelling in Rivers

Joanne L. Wegner, PEng, PhD (Alberta), Associate Professor
- Nonlinear Wave Propagation, Polymers, Numerical Analysis

Peter M. Wild, PEng, PhD (Victoria), Professor

Stephanie Willerth, PhD (Wash. St. Louis), Assistant Professor
- Tissue Engineering, Regenerative Medicine, Neurobiology, Stem Cell Biology, Biomaterials

Emeritus Faculty

James W. Provan, PEng, PhD (Colorado)
- Stress Analysis, Fracture Mechanics, Fatigue Failure Mechanisms, Reliability and Maintainability

David S. Scott, PEng, PhD (Northwestern)
- Energy Systems, Fuel Cells

Yury A. Stepanenko, PEng, PhD (Moscow)
- Control, Mechatronics, Robotics

Geoffrey W. Vickers, PEng, PhD (Manchester)
- Computer-Aided Design and Advanced Manufacturing

Adjunct Faculty

Simon Liu, PhD (Jilin)

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 Inte-
grated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) have 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, cryo-fueLS laboratory, adaptive optics laboratory, fuel cell systems laboratory, and Green Vehicle Research Testing and Training Centre.

Financial Support

Normally MAEng 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 MAEng is B and for the MAEng 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 MAEng program is designed to provide students with an opportunity to strengthen and extend the knowledge they have gained at the undergraduate level. All MAEng students will be under the supervision of a member of the department’s graduate faculty.

Course Requirements

The program consists of a minimum of 15 units, normally with not less than 12 units of graduate course work and a MAEng Project Report (MECH 598).

Required course work is subject to the approval of the department.

Other Requirements

The program of study is determined by the supervisory committee in consultation with the student.

Final Project

The project (MECH 598) for the MAEng program is normally not greater than 3.0 units. The topic of the project is subject to the approval of the department.

Thesis

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 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).

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 two-thirds of the seminar series.

**Dissertation**

The dissertation (MECH 699) for the PhD program is typically equivalent to 27 units. The topic of the dissertation is subject to the approval of the department.

**Oral Examination**

PhD candidates will be required to defend their completed dissertation in a final oral examination which is open to the public.

**Program Length**

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering PhD students are expected to complete program requirements within 36 months. Normally, financial support will not be continued beyond this time limit.

**Co-operative Option**

The department participates in the Co-operative Education Program of the Faculty of Graduate Studies. Under this program, an MEng or MASc student normally spends the first year of the program on course work. The second year is spent working at a paid research-related position in either industry or government. During the third and subsequent years, the student alternates between the University and the place of work to complete the research and write and defend the thesis.

Under exceptional circumstances, when it is quite evident that the industrial work periods form an essential and integral part of a student’s thesis project, a PhD student may participate in the co-operative graduate program.

Participation in the co-operative program requires:

1. acceptance of the student by a suitable sponsoring organization
2. the organization’s agreement to allow the publication of the student’s research findings in the open literature

As an integral part of the graduate program, students are normally required to undertake teaching or research assistantships within the department.

### School of Music

#### General Information

**Contact Information**

School of Music  
Location: MacLaurin Building, Room B102  
Mailing Address: PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2  
Canada  
Courier Address: MacLaurin Building B102  
Victoria, BC V8W 2Y2  
Canada  
Telephone Number: 250-721-7903  
Fax Number: 250-721-6597  
Email: musi@finearts.uvic.ca  
Website: [www.finearts.uvic.ca/music/](http://www.finearts.uvic.ca/music/)  
Director: Dr. Gerald King  
Email: musi@finearts.uvic.ca  
Phone: 250-721-7901  
Graduate Adviser: Dr. Jonathan Goldman  
Email: musi@finearts.uvic.ca  
Phone: 250-721-7908  
Graduate Secretary: Linda Sheldon  
Email: musi@finearts.uvic.ca  
Phone: 250-721-7902

#### Faculty Members and Areas of Research

- **Daniel 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, theory
- **John A. Celona**, PhD (Calif, San Diego)  
  Composition
- **Ajtony Csaba**, MM (Vienna)  
  Conducting
- **Eugene Dowling**, MM (Northwestern)  
  Tuba, euphonium, trombone
- **Alexander Dunn**, PhD (Calif, San Diego)  
  Guitar
- **Ann Elliott-Goldschmid**, BM (Boston)  
  Violin, chamber music
- **Michelle Fillion**, PhD (Cornell)  
  Musicology, music theory
- **Jonathan Goldman**, PhD (Montreal)  
  Musicology, music theory, 20th-century music
- **Pamela Highbaugh Aloni**, MM (Indiana)  
  Cello, chamber music
- **Joanna Hood**, MM (Indiana)  
  Viola, chamber music
- **Kurt Kellan**, MM (Indiana)  
  Horn, chamber music
- **Gerald King**, EdD (Brigham Young)  
  Conducting, Wind Symphony, music education
- **Patricia Kostek**, MM (Michigan State)  
  Clarinet, woodwind techniques
- **Harald M. Krebs**, PhD (Yale)  
  Music theory (tonal and rhythmic structure in 19th- and early 20th-century music)
- **May Ling Kwok**, MM (Indiana)  
  Piano
- **Susan Lewis Hammond**, PhD (Princeton)  
  Music history, musicology
- **Bill Linwood**, BMus (Indiana)  
  Percussion, percussion techniques
- **Alexandra Pohran Dawkins**, BMus (Toronto)  
  Oboe, chamber music
- **Louis D. Ranger**, BMus (Juilliard)  
  Trumpet, brass chamber music
- **Arthur Rowe**, MMus (Indiana)  
  Piano
- **W. Andrew Schloss**, PhD (Stanford)  
  Electronic and computer music, musical acoustics, ethnomusicology
- **Suzanne Snizek**, DMA (British Columbia)  
  Flute, woodwind chamber music
- **Eva Solar-Kinderman**, Perf Dipl (Vienna)  
  Piano
- **Sharon Stamis**, MM (Indiana)  
  Violin, chamber music
- **Bruce Vogt**, MMus (Toronto)  
  Piano
- **Susan Young**, MMus (Calgary)  
  Voice

#### Degrees and Specializations Offered

The School of Music of the University of Victoria offers programs leading to the degrees of Master of Music in Performance and in Composition, Master of Arts in Musicology and in Musicology (with Performance), and Doctor of Philosophy in Musicology.

#### Facilities

The School of Music is housed in its own building, completed in 1978. It contains 40 practice rooms plus larger rehearsal rooms and teaching studios 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. 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 archival 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, Millennium 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 composition 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 WaveDrum, and a permanently installed Max Mathews Radio Drum controller form the basic collection that is continually being added to. Pro Tools, Max/SP, 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 60 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 dissertation prospectus begins.

**MMus in Performance**

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.

**ADMISSION REQUIREMENTS**

**General**

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**Admission To Master's Programs**

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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,
and a minimum of 3.0 units of electives, chosen in conjunction with the academic supervisor from the following*:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 561, 580, 581, 590 (or approved undergraduate credit)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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 a comprehensive oral examination in the context of MUS 534 (Advanced Research Forum in Musicology) during the fall term of their second year. The exam is designed to prepare students for doctoral work and teaching at the post-secondary level. 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 Comprehensive Orals involves critical reading, listening and repertoire building, and evaluation of current research in each area; the student is expected to:

1. Prepare a select formal bibliography of the most important “classic” and recent scholarship on each topic; this bibliography represents the student's reading list for each area.
2. Prepare a repertoire list consisting of a select representative sampling of musical literature related to each area, including (where relevant) editions consulted and/or performances selected; this list represents the student's required listening for each area.
3. Write a 2-3-page summary of the present state of research in each area.
4. Submit this material to the student's academic supervisor one month before the scheduled Oral Comprehensive 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**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Tuition, taken each year</td>
<td>1.0</td>
</tr>
<tr>
<td>Bibliography (MUS 503)</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate Forum in Musicology (MUS 533)</td>
<td>1.5</td>
</tr>
<tr>
<td>Selected Problems in Theory and Analysis (MUS 500)</td>
<td>1.5</td>
</tr>
<tr>
<td>Advanced Research Forum in Musicology (MUS 534)</td>
<td>1.5</td>
</tr>
<tr>
<td>MA Thesis (MUS 599)</td>
<td>3.0</td>
</tr>
<tr>
<td>Four Musicology Seminars (6.0 units) to be selected from any of the following:</td>
<td></td>
</tr>
<tr>
<td>Topics in Musicology Before 1750 (MUS 530)</td>
<td>1.5</td>
</tr>
<tr>
<td>Topics in Musicology After 1750 (MUS 531)</td>
<td>1.5</td>
</tr>
<tr>
<td>Comparative Topics in Musicology (MUS 532)</td>
<td>1.5</td>
</tr>
<tr>
<td>OR/Ensembles, taken each year (MUS 580)</td>
<td>1.0</td>
</tr>
<tr>
<td>Performance Practices (MUS 504)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*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:**

<table>
<thead>
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<tbody>
<tr>
<td>Topics in Musicology Before 1750 (MUS 530)</td>
<td>1.5</td>
</tr>
<tr>
<td>Topics in Musicology After 1750 (MUS 531)</td>
<td>1.5</td>
</tr>
<tr>
<td>Comparative Topics in Musicology (MUS 532)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Other Requirements**

Students are expected to complete the following:

1. **Language Requirement**: Students 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.

2. **First-year Review**: Candidates must 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.
   - The language exam should be completed by Sept. 15 of the second year in the program.

3. **Oral Comprehensive Examination**: Full-time students are required to pass a comprehensive oral examination in the context of MUS 534 (Advanced Research Forum in Musicology) during the fall term of their second year.
   - The exam is designed to prepare students for doctoral work and teaching at the post-secondary level.
   - 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 Comprehensive Orals involves critical reading, listening and repertoire building, and evaluation of current research in each area; the student is expected to:
     1. Prepare a select formal bibliography of the most important “classic” and recent scholarship on each topic; this bibliography represents the student's reading list for each area.
     2. Prepare a repertoire list consisting of a select representative sampling of musical literature related to each area, including (where relevant) editions consulted and/or performances selected; this list represents the student's required listening for each area.
     3. Write a 2-3-page summary of the present state of research in each area.
     4. Submit this material to the student's academic supervisor one month before the scheduled Oral Comprehensive 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.
and a minimum of 1.5 units of electives selected from the following:

MUS 500, 501, 502, 506, 507, 530, 531, 532, 561, 562A, 590 (or approved undergraduate credit). ................................. 1.5

Total: .................................. 19.0

*Depending upon the student's instrument and upon the needs of the School, the student will be assigned to either MUS 580 or 581 in any given year.

Other Requirements

The Language Requirement, First-Year Review, Oral Comprehensive Examination, and Thesis requirements are identical to those of the M.A. in Musicology (see above).

Additional requirements are:

- First-year Jury: A jury examination in performance must be taken in April of the first year of study. Results will be considered in First-Year Review.
- Lecture-Recital (MUS 596): Students are required to give a lecture-recital, which usually forms a basis for the written thesis and for the oral defense.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

MMus in Composition – 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.

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 enrollment in the program), and before registration in MUS 689 (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). 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 "Work Terms" on page 32.

Neuroscience

GENERAL INFORMATION
The Graduate Program in Neuroscience is offered by faculty appointed in several units of the University 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.

Contact information
Division of Medical Sciences
Location: Medical Sciences Building, Room 104
Mailing Address: Division of Medical Sciences University of Victoria PO Box 1700 STN CSC Victoria, BC V8W 2Y2
Courier Address: Division of Medical Sciences University of Victoria 3800 Fintry Rd Victoria BC V8P 5C2 Telephone Number: 250-472-5500 Fax Number: 250-472-5505 Website: http://www.ctl.arts.uvic.ca
Neuroscience Program Adviser: Dr. Brian Christie
Email: brain64@uvic.ca Phone: 250-472-4244 Graduate Secretary: Karen Myers Email: dmssec@uvic.ca Phone: 250-853-3129

Faculty Members and Areas of Research

Gautam Awatramani, PhD (State University New York) Synaptic physiology, multi-photon imaging, retina, optogenetics
Craig Brown, PhD (Calgary) Stroke neuroanatomy, fluorescence imaging
Robert Burke, PhD (Alberta) Cellular signaling and neural specification, developmental biology
Daniel Bab, PhD (Rochester) Cognitive neuropsychology, brain injury
Robert Chow, PhD (New York University) Neuronal cell type diversity, retinal development
Brian Christie, PhD (Otago) Learning and memory, synaptic plasticity, neurogenesis
Kerry Delaney, PhD (Princeton) Synaptic transmission and plasticity, neurodevelopmental disease
Clay Holroyd, PhD (Illinois) Neurobiological mechanisms of cognitive control
**ADMISSION REQUIREMENTS**

**General**
Initial inquiries should be made to a prospective research advisor or the Graduate Secretary, Graduate Neuroscience Program. In addition to the documentation required by the Faculty of Graduate Studies (see page 16) students will need to supply a letter outlining the applicant’s research interests and identifying their prospective research supervisor(s).

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.

**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 upon recommendation of the supervisory committee or directly with a BSc. 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 by the Neuroscience Admissions Committee, and
- Acceptance from a faculty member willing to act as the student’s supervisor and guarantee minimum financial support requirement will be met,
- Two letters of reference.

**Deadlines**
To be eligible to be considered for a University of Victoria Fellowship applicants must 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 (15.0 units minimum)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSC 500</td>
<td></td>
</tr>
<tr>
<td>NRSC 501A or 501B; 502A or 502B</td>
<td>3.0</td>
</tr>
<tr>
<td>NRSC 595</td>
<td>1.5</td>
</tr>
<tr>
<td>NRSC 599</td>
<td>9.0</td>
</tr>
<tr>
<td>Electives</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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 program. In addition to the courses, students must complete coursework as part of the program requirements.
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 enrollment in the program.

**Course Requirements (30.0 units minimum)**
- NRSC 500: .............................. 1.5
- NRSC 501A or 501B; 502A or 502B .... 6.0
- NRSC 693: .............................. 3.0
- NRSC 699*: .............................. 21.0-30.0
- Electives: .............................. 3.0
- NRSC 587 or equivalent
- NRSC 590 or equivalent
- NRSC 679 or equivalent
- NRSC 690 or equivalent
* 21 units for candidates with an MSc, 30 for candidates with a BSc

**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**

**School of Nursing**
Location: HSD Building, Room A402
Mailing Address:
School of Nursing
PO Box 1700
Victoria, BC V8W 2Y2
Canada

Courier Address:
School of Nursing
HSD Building, Room A402
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number: 250-721-7954
Fax Number: 250-721-6231
Email: gradnurs@uvic.ca
Website: <nursing.uvic.ca>

**Associate Director, Graduate Education:**
Dr. Lynne Young
Email: leyoun@uvic.ca
Phone: 250-472-5678

**Graduate Secretary:** Sophie Coté
Email: gradnurs@uvic.ca
Phone: 250-721-8994

**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

**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 practices; 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

**James Ronan, PhD (Arizona)**
Health promotion and healing primary care; nurse practitioner roles; health policy critique; global health in the context of neoliberalism and globalization constructs

**Esther Sangster-Gormley, PhD (c) (Dalhousie University)**
Primary health care: the role and function of the nurse practitioner in the delivery of primary health care. The acceptance role of the nurse practitioner by patients, physicians
and health care administrators, and
integration of the role into the health system

Debra Sheets, PhD (South California)
Gerontology; health promotion; humanities; arts and aging; family caregivers; guided autobiography; geriatric nursing education; evaluation research; end-of-life care

Rita Schreiber, DNS (State University of New York)
Women's mental health; depression; psychiatric-mental health nursing; professional misconduct; advanced nursing practice; grounded theory

Laurene Shields, PhD (Oregon)
Community health promotion; empowerment; community nursing practice; life threatening illness and events; connectedness; people's experiences of health, illness and healing; narrative inquiry; feminist research; story as a metaphor of healing; spirituality

Kelli Stajduhar, PhD (British Columbia)
Palliative and end-of-life care; family caregiving; home care; HIV/AIDS; oncology; vulnerable and marginalized populations; gerontology; health services research; qualitative and quantitative research methods; mixed method study design; collaborative, participatory research

Rosalie Starzomski, PhD (British Columbia)
Health care and nursing ethics; nephrology nursing; transplantation/organ donation; ethical issues related to biotechnology (e.g. genetic testing for polycystic kidney disease); health and social policy (e.g. consumer involvement in health care decision making); interdisciplinary collaboration; leadership and advanced nursing practice

Deborah Thouin, 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

Madeline Walker, PhD (Victoria)
Online teaching, writing pedagogy, auto/biography, African American culture and literature, and history and culture of the American South.

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, on campus (even-numbered years)
- The PhD in Nursing, Distributed Learning (odd-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, Advanced Practice Nursing and the Master of Science in Health Informatics, by distributed learning.

Nurturing practice experiences are essential components of the nursing program. Students may be required to travel outside their local community to complete practice experiences. Students must arrange their own transportation and accommodation. Any costs related to travel or accommodation involving nursing practice experiences are the responsibility of the individual student.

Code of Ethics and Standards of Practice
All students must adhere to the Canadian Nurses Association (CNA) Code of Ethics and to the Standards of Practice (or equivalent) of the registered nurses' licensing organization in the jurisdiction in which they are undertaking their practice experience. Students who fail to adhere to these may be required to withdraw from the program. Please refer to "Professional Conduct and Student Progression", below.

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 may be required to travel outside their local community to complete practice experiences. Students must arrange their own transportation and accommodation. Any costs related to travel or accommodation involving nursing practice experiences are the responsibility of the individual student.

Criminal Record Reviews
When not a requirement for admissions, UVic students employed in cooperative work terms, placed in practice 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/Instruction

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

Immunizations

Many agencies require proof of current immunizations. All costs and responsibilities are the responsibility of the individual student and must be provided to the agency upon request.

Current Basic Life Support Certificate

All MN students must provide evidence of successful completion of 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 must be on file in the School of Nursing to remain registered in the program.

Oath of Confidentiality

Some agencies may require students to take an Oath of Confidentiality.

Regulations Related to Active Practicing Registration

In addition to the above requirements, all students must have active practising registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. 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 Practice 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.

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:

1. Where 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,
   - 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/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 of F or N) to the student’s performance in the course and report the failure to the Graduate Education Committee.

ii) The School of Nursing Graduate Education Academic Review Committee will review a student’s enrolment in a nursing practice course (including review of practice appraisals) and/or the nursing degree program where:

a) a failing grade (grade 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/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.

Admission Requirements

General

Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website <registrar.uvic.ca/grad> or the School of Nursing website: <nursing.uvic.ca>. Each applicant will be assessed individually by the School of Nursing.

All applicants to the Masters of Nursing—Nurse Practitioner program (NP) and the Master of Nursing and Master of Science in Health Informatics (double degree) programs in the School of Nursing, must have completed NURS 425 (formerly HSD 425), Quantitative and Qualitative Analysis, or an equivalent data analysis or introductory statistics course prior to admission. This course must have been completed within five years of application, with a grade of B or above.

It is strongly recommended that all applicants to the Masters of Nursing—Advanced Practice Leadership (APL) program and the Masters of Nursing—Nurse Educator (NUED) program in the School of Nursing complete NURS 425 (formerly HSD 425), Quantitative and Qualitative Analysis, or an equivalent data analysis or introductory statistics course prior to admission. This course must have been completed within five years of application, with a grade of B or above. Those who have not will be required to complete NURS 425 or equivalent by the end of the second term of study in the program, as an additional course.

Admission to the PhD Program

All interested applicants are required to contact the PhD Program Coordinator in the School of Nursing before beginning the application process 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 (or equivalent) on the UVic scale of 9 in their master’s program although students who have achieved a GPA of less than 7 and have appropriate work experience and additional credentials may be considered. In keeping with the current regulations of the Faculty of Graduate Studies, there will be no residency requirement per se.

Non-Degree students will be expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements within specified time limits.

Direct Admission from UVic MN to PhD

The option of admitting directly from the MN program at UVic to the PhD program is in-
tended 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 and Deadlines
Application information may be downloaded from the School of Nursing website <nursing.uvic.ca/graduate>. Applicants must provide two academic references. In addition, the School of Nursing requires the following:

- Evidence of your facility at scholarly writing for example, a published article, a chapter from your Master’s thesis or a major paper submitted in a graduate course.
- Curriculum Vitae (see the pdf file: Guidelines for Curriculum Vitae.)
- All application materials must be submitted to the Faculty of Graduate Studies by December 1 of each year.
- Short-listed applicants will be invited to participate in a face-to-face or telephone interview.
- Applicants will be notified of admission to the program by March 15 of each year. Please also check the School of Nursing website for ongoing program updates, <nursing.uvic.ca>.

Admission To Master’s Programs
Applicants must usually hold an academic undergraduate degree in nursing. Usually a B+ average (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work is a minimum requirement for admission. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of 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. Students must provide official verification of active practising registration as a Registered Nurse (or the equivalent in the jurisdiction[s] in which the student is taking the program). Active practising registration must be maintained for the duration of the program. A minimum of two years of relevant practice experience is usually required. Applicants to the Nurse Practitioner program must be residents of British Columbia. Applications from residents outside BC will not be considered.

The UVic School of Nursing holds the view that nursing is an academic discipline and a practice profession. The Canadian Association of Schools of Nursing (CASN) sets the standard for programs of nursing education in Canada. In order to ensure that applicants have the preparation to be successful at the graduate level prior to consideration for full admission, graduates from programs not accredited by the Canadian Association of Schools of Nursing (CASN) may be required to take a limited number of graduate level nursing courses as unclassified non-degree students, achieving a grade of B or above in each. These courses may be accepted for transfer credit in the MN program if the student is subsequently accepted.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies including submitting academic transcripts, assessment reports and application forms. In addition, applicants must submit a curriculum vitae outlining complete work and education history, and an employer’s reference. A letter of intent related to the program is required. Students whose first language is not English require an acceptable score on an approved English language competency test (see “English Language Proficiency”, page 17). Nurse Practitioner applicants will be shortlisted and contacted for a face-to-face or telephone interview.

Recommended pre-admission criteria for applicants to the NP program:
- Recent completion (within five years) of a basic ECG interpretation course
- Recent completion (within five years) of an anatomy and physiology course at the graduate level
- Recent completion (within five years) of a physical assessment course at the graduate level

Applicants to all MN programs must provide evidence of successful completion of a basic life support level C course no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program.

Applicants to all MN programs must complete an HSNet form for use and disclosure of student information for practicum purposes.

Applicants to the double degree option in Nursing and Health Informatics must meet admission criteria for both programs. Application guidelines are available online at <nursing.uvic.ca>.

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 prior course 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 the School of Nursing or Faculty of Human and Social Development graduate program, nor does it facilitate admission or unduly advantage applicants.

All students entering a graduate program in Nursing must have access to the Internet, email and Microsoft Office (i.e. Word and PowerPoint) 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.

Deadlines
The application deadline is December 1 of each year for all MN options, for both domestic and international applicants. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, these dates.

Program Requirements
All students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Committee and continuation in the Faculty is approved by the Dean of Graduate Studies.

Usually, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the Graduate Education Committee, repeat a failed nursing practice course and will be placed on academic probation for the remainder of the program. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also "Professional Conduct and Student Progression", page 129).

All students admitted to MN distance programs are expected to attend an onsite orientation to their program prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.

Nurse Practitioner students who are temporarily withdrawn from their graduate programs for 12 months or longer, at any time, will be required to demonstrate that their competency level is comparable to that prior to their leave of absence before they will be authorized to re-enrol in courses. If competency is not demonstrated remedial course work will be required, including possibly repeating courses already completed.

Master of Nursing programs admit part-time students only to the Advanced Practice Leadership (APL) and Nurse Educator (NUED) programs. Preference will be given to full-time applicants. Program core course enrolment is guaranteed for students who follow the program course sequence as identified online at <nursing.uvic.ca>. Students who fail “out of sequence” for any reason should contact the Graduate Adviser to discuss course planning in further detail.

Please be advised that not all core courses are offered every term and that enrolment for out of sequence students is based on space and instructor availability.

Students admitted to the programs on a part-time basis may face limitations to their course scheduling and will be required to pay full-time fee instalments when registered in courses of 3 or more units. Part-time students may pay more for their program, depending on completion times.
All master's students must complete program requirements within five years of admission to the program.

**Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Thesis Option)**

The Master of Nursing degree in Advanced Practice Nursing, Advanced Practice Leadership (APL) option, offered by the University of Victoria School of Nursing, is a practice-oriented, theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.

Graduates of the program will be leaders in four spheres of influence: the interprofessional/in-tersectoral 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 22.5 units of study for the Thesis option. At least 12 units will be at the 500 level. Students will collaborate with their supervisor in the School of Nursing to select courses that meet the students' specific academic needs. Prior to commencing their research, students undertaking a research-based thesis are required to complete a research course about the methodology that will be used in the thesis. Students will usually be required to complete NURS 506 and 507 prior to enrolling in any practice courses. An oral examination on the thesis proposal as well as the completed thesis will be required.

An oral examination on the thesis proposal as well as the completed thesis will be required.

**Thesis Option (22.5 units):**

**Required Core APL courses (4.5 units)**

- NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
- NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
- NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing

**Required APL Concentration courses (10.5 units)**

- NURA 516 (1.5) Leadership in Advanced Practice Nursing I: Nursing Leadership
- NURA 514 (1.5) Nursing Ethics for Leadership and Practice
- NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice
- NURA 518 (1.5) Nursing Praxis II: Population and Setting of Practice
- NURA 519 (1.5) Leadership in Advanced Practice Nursing II: Systems Leadership and Health Policy
- NURS 509 (1.5) Health Program Evaluation: Theory and Practice
- NURS 593 (1.5) Thesis/Project Seminar
- NURS 599 (6.0) Thesis

Electives (1.5) Chosen in consultation with supervisor. Thesis only: must be an approved research elective

**Thesis (7.5 units)**

- NURS 593 (1.5) Thesis/Project Seminar
- NURS 599 (6.0) Thesis

**Program Length**

The process of thesis completion is dependent upon the research topic, type of research undertaken, time available, paid work and family commitments. Students studying full-time will normally complete the entire program (including the thesis) within three years. All students, whether part-time or full-time have five years to complete the degree.

**Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Practice Project Option)**

The Master of Nursing degree in Advanced Practice Nursing, Advanced Practice Leadership (APL) option, offered by the University of Victoria School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.

Graduates of the program will be leaders 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 19.5 units of study for the Practice Project option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs. For detailed information, see "Transfer of Academic Credit", page 31. Students will usually be required to complete NURS 506 and 507 prior to enrolling in any practice courses.

The examining committee of a student sitting a project-based oral will be comprised of a supervisor, a committee member, and a Chair. At the discretion of the supervisor, an external examiner may be invited to part of the examining committee.

**Practice Project Option (19.5 units):**

**Required Core APL courses (4.5 units)**

- NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
- NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
- NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing

**Required APL Concentration courses (10.5 units)**

- NURA 516 (1.5) Leadership in Advanced Practice Nursing I: Nursing Leadership
- NURA 514 (1.5) Nursing Ethics for Leadership and Practice
- NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice
- NURA 519 (1.5) Leadership in Advanced Practice Nursing II: Systems Leadership and Health Policy
- NURS 509 (1.5) Health Program Evaluation: Theory and Practice
- NURS 593 (1.5) Thesis/Project Seminar
- NURS 599 (6.0) Thesis

Electives (3.0) One elective must be one of the following research courses or a research course approved by the supervisor

- NURS 503 (1.5) Qualitative Approaches to Research in Nursing
- NURS 504 (1.5) Phenomenological and Hermeneutic Approaches to Inquiry
- NURS 509 (1.5) Program Evaluation
Practitioner Option)
Nursing, is a course-based, practice-oriented, theory-based degree intended to prepare nurses for advanced nurse educator roles in multisectoral settings. Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.

Course Requirements
Students are required to complete 19.5 units of study for the NUED project (project-based option) including an on-site program orientation prior to program commencement. In addition to completing ten 1.5 unit courses, described below, students will complete a three (3) unit project. The examining committee of a student sitting a project-based oral will be comprised of a supervisor, a committee member, and a Chair. At the discretion of the supervisor, an external examiner may be invited to be part of the examining committee.

Nurse Educator Project Option (19.5 units):

Required Core APN courses (4.5 units)
- **NURS 506 (1.5)** Philosophical Knowledge and Advanced Practice Nursing
- **NURS 507 (1.5)** Theoretical Knowledge and Advanced Practice Nursing
- **NURS 508 (1.5)** Methodological Knowledge and Advanced Practice Nursing

Required NUED courses (7.5 units)
- **NUED 570 (1.5)** Engaging with Pedagogy: Teaching and Learning in Nursing Education
- **NUED 571 (1.5)** Critical Analysis of Discourses in Nursing and Nursing Education
- **NUED 572 (1.5)** Critical Examination of Processes in Nursing Education
- **NUED 573 (1.5)** Nurse Educator Practice I
- **NUED 574 (1.5)** Nurse Educator Practice II
- **NUED 593 (1.5)** Thesis/Project Seminar
- **NUED 598 (3.0)** Nurse Educator Practice Project

Elective (3.0) Chosen in consultation with the supervisor

Master of Nursing, Advanced Practice Nursing: Nurse Practitioner Option – by Distributed Learning (Project-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. Graduates of the program will be expert practitioners, leaders and role models in a wide range of primary health care settings.

Course Requirements
Students are expected to complete 24 units of study, including an on-site program orientation prior to program commencement in September (usually four days in length) and additional condensed on-site components as scheduled in every subsequent term. Students must achieve at least "B" in required courses and maintain a cumulative GPA of at least 6.0 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. Students who obtain a 6.0 grade point average but who obtain less than "B" standing in more than one required MN-NP course will be immediately withdrawn from the program.

Required Core APN courses (4.5 units)
- **NURS 506 (1.5)** Philosophical Knowledge and Advanced Practice Nursing
- **NURS 507 (1.5)** Theoretical Knowledge and Advanced Practice Nursing
- **NURS 508 (1.5)** Methodological Knowledge and Advanced Practice Nursing

Required NP courses (19.5 units)
- **NUNP 531 (1.5)** Applied Pathophysiology
- **NUNP 532 (1.5)** Pharmacological Interventions in Health and Illness
- **NUNP 540 (1.5)** Advanced Assessment and Diagnostic Reasoning Theory (must be taken concurrently with NUNP 541)
- **NUNP 541 (1.5)** Advanced Assessment and Diagnostic Reasoning Practice (must be taken concurrently with NUNP 540)
- **NUNP 543 (1.5)** Integrated Primary Health Care and Advanced Practice Nursing I (Theory) (Adult I) (must be taken concurrently with NUNP 544)
- **NUNP 544 (1.5)** Integrated Primary Health Care and Advanced Practice Nursing I (Practice) (Adult I) (must be taken concurrently with NUNP 543)
- **NUNP 545 (1.5)** Integrated Primary Health Care and Advanced Practice Nursing II (Theory) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 546)
- **NUNP 546 (1.5)** Integrated Primary Health Care and Advanced Practice Nursing II (Practice) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 545)
- **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 565 (0.5)** Trends and Issues in Advanced Practice Nursing (One)
- **NURS 566 (0.5)** Trends and Issues in Advanced Practice Nursing (Two)
- **NURS 567 (0.5)** Trends and Issues in Advanced Practice Nursing (Three)
- **NUNP 593 (1.5)** Evaluation Synthesis

Master of Nursing, Advanced Practice Nursing: Master of Science in Health Informatics: Double Degree Option
The Master of Nursing, Advanced Practice Nursing: Master of Science in Health Informatics (Double Degree) option offered by the University of Victoria, School of Nursing, 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 on-site 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 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 568 (1.5)** Trends and Issues in Advanced Practice Nursing
- **NURS Electives (3.0)**

Nursing electives are listed at the end of the Nursing section. Please note this is not a comprehensive list, further information about electives is available at the School of Nursing website.

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
Sitting domains: contribute to nursing knowledge in the following as a way of enacting their chosen career human health methodological modes of inquiry with a view to philosophical and theoretical perspectives and to conduct original research details

The on-campus delivery option will remain the program Additional travel will be required as appropriate will be required to come to the UVic campus take distance courses through synchronous and number years (2011, 2013, 2015, etc) and will be admitted as a cohort to begin in odd-three intensive on-campus activities gram will be delivered in a distributed – dis—pervisors.

Beginning Fall 2011, the PhD in Nursing Program will be delivered in a distributed – distance learning format, supplemented with two or three intensive on–campus activities. The program will require full-time enrolment. Students will be admitted as a cohort to begin in odd—number years (2011, 2013, 2015, etc) and will take distance courses through synchronous and asynchronous approaches. This option is designed for committed students unable to re—locate. Students selecting the distributed option will be required to come to the UVic campus. Additional travel will be required as appropriate for their progress and supervision, approximately one time per year until graduation from the program.

The on-campus delivery option will remain available to students entering the program in even numbered years (2012, 2014, 2016).

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.

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
NURS 680 (1.5-4.5) Special Topics in Research Methods
NURS 693 (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

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 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. 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 appropriate—ness 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).

Selective 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 (not open to MN-NP students)
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 Information Science, 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 “Work Terms” on page 32.

Pacific and Asian Studies
GENERAL INFORMATION
The Department of Pacific and Asian Studies offers graduate programs leading to a Master of Arts degree in one of two streams: Area Studies or Literary and Textual Studies. The MA includes course work and the writing of a Long or Short Thesis. The department is multidisciplinary and covers China, Japan, Oceania and Southeast Asia. Particular research strengths include gender, national and ethnic identities; contemporary Asian fiction, cinema, popular culture; Chinese and Japanese linguistics; contemporary theatre (Indonesia, Japan); local societies, trade, globalization; Asian-Canadian studies; Oceania studies.

For further information, see the Pacific and Asian Studies departmental website: <web.uvic.ca/pacificasia>

Contact Information
Department of Pacific and Asian Studies
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Chair: Hiroko Noro Email: hnoro@uvic.ca Phone: 250-721-7481
Graduate Adviser: R. Christopher Morgan Email: rcmorgan@uvic.ca Phone: 250-721-7474
Graduate Secretary: Leanna Wong Email: paciasia@uvic.ca Phone: 250-721-7477

Faculty Members and Areas of Research
Martin Adam, PhD (McGill)
Buddhism, with more general teaching interests in other Asian religious traditions (Hinduism, Janism Confucianism, Taoism, Shinto)

Michael H. Bodden, PhD (Wisconsin, Madison)
Indonesian-Malay language; Southeast Asian literature, theatre, and popular culture

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

Katsuhiko Endo, PhD (New York)
Theory of capitalism, history of thought, modern Japan

Timothy Iles, PhD (Toronto)
Japanese cinema and contemporary fiction

Richard King, PhD (British Columbia)
Modern and contemporary Chinese fiction and popular culture

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

Andrew M. Marton, PhD (British Columbia)
The study of patterns and processes of spatial economic transformation in China's extended metropolitan regions with a particular focus on the lower Yangzi delta

R. Christopher Morgan, PhD (Australian National)
Oceania; indigenous economies; trade and exchange; commoditization; land tenure; clan and class structures; ethnography and world history

Hiroko Noro, PhD (Toronto)
Japanese; sociolinguistics; second language pedagogy; language and ethnic identity

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

Daromir Rudnyckyj, PhD (Calif, Berkeley)
Indonesia/Southeast Asia; Globalization, religion, transnationalism, ethics, development, Islam, the state

Jun Tian, PhD (Victoria)
Chinese linguistics; applied linguistics; second language acquisition; second language writing and collaborative learning; teaching Chinese as a second language; teaching English as a second language

Adjunct Faculty Member and Areas of Research
Daniel Bryant, PhD (British Columbia)
Pre-modern Chinese poetry; textual criticism

Jordan Paper, PhD (Wisconsin, Madison)
East Asian Studies, Chinese religious traditions

Degrees and Specializations Offered MA
Students may define their program of study by choosing to concentrate on (1) the Area Studies Stream (the social, cultural, historical, political and economic aspects of China, Japan, Oceania, or Southeast Asia); or (2) the Literary and Textual Studies Stream (the literary, artistic and cultural forms of China, Japan or Southeast Asia). Both streams emphasize the contemporary period and take an interdisciplinary approach to learning and research.

Facilities
The University of Victoria is building, within the University’s McPherson Library, a suitable collection of materials on the Asia-Pacific region. The department also makes every effort to provide students who require it modest funding for a research visit to the more extensive Asia-Pacific collections available in the University of British Columbia libraries in Vancouver. The University of Victoria is the home of the Centre for Asia-Pacific Initiatives and the Centre for the Study of Religion and Society, which offer Fellowships and other programs and assistance to Pacific and Asian Studies graduate students with research plans corresponding to these Centres’ respective mandates.

The University’s Humanities Computing and Media Centre and its CALL (Computer Assisted Language Learning) Facility are also excellent resources for students delving into studies and research in Pacific and Asian languages, linguistics, and computer assisted learning.

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

ADMISSION 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 17.

Deadlines
Applications 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 Area Studies Stream:
- PAAS 500 Theories of the Pacific Region
- PAAS 520 Special Topics in Pacific Studies
- PAAS 550 Research Methodologies
- PAAS 590 Directed Studies

Normally, students must complete the following 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 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 defense 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-office early in the term in which they are applying. Students are also referred to "Work Terms" on page 32.

Philosophy

GENERAL INFORMATION
The University of Victoria offers a program of study leading to the degree of Master of Arts in Philosophy.

This program has particular strengths in Aesthetics, Applied Ethics, Ethics, Epistemology, Feminist Philosophy, History of Philosophy, Metaphysics, Political Philosophy, Philosophy of Religion, Philosophy of Science, Philosophy of Mind, and Philosophy of Language. Applications are particularly welcomed from students interested in these areas. Normally, applicants will have a strong undergraduate degree in Philosophy.

Contact Information
Department of Philosophy
Location: Clearihue, Room B334
Mailing Address:
Financial Support
Entering students receive competitive financial packages tenable for two years, subject to satisfactory performance. Students must apply by February 1st to be considered for a University Graduate Fellowship. Financial assistance may also be available in the form of RAs, TAs and departmental scholarships. All eligible students should apply for funding from external sources including Social Sciences and Humanities Research Council (SSHRC).

ADMISSION REQUIREMENTS
Admission to the Master’s Program
The Department of Philosophy normally accepts students for September entry only. Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy. Students must have a minimum B+ (6.0) average of the final 30 units of credit (or equivalent) of their Bachelor's degree. The Department requires a minimum score of 580 on the standard TOEFL test for applicants whose native language is not English.

Deadlines
A copy of the application form sent to the Graduate Admissions and Records Office, a short sample of written work (about 10 pages) and a statement of the student’s philosophical interests must be received in the Department of Philosophy by February 1st.

PROGRAM REQUIREMENTS
Master’s Program
Course Requirements
Students must fulfill three requirements:
1. Take 9 units of courses work. With the permission of the Graduate Adviser, up to 3 units of this course work may be taken in departments other than the Department of Philosophy. The Master’s Pro-seminar (PHIL 591) must be taken in partial satisfaction of this requirement. Students take PHIL 591 for credit in the first year of their program.
2. Present preliminary MA thesis research to the Master’s Pro-Seminar (PHIL 591). Students make this presentation in the second year of their program.
3. Write a thesis of 9 units (PHIL 599).

Oral Examination
Required.

Program Length
Two years.

CO-OPERATIVE EDUCATION
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for 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 “Work Terms” on page 32.

Physics and Astronomy

GENERAL INFORMATION

Contact Information
Department of Physics and Astronomy
Location: Elliott Building, Room 101
Mailing Address:
Department of Physics and Astronomy
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Department of Physics and Astronomy
University of Victoria
3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7700
Fax Number: 250-721-7715
Email: physgen@uvic.ca
Website: <www.phys.uvic.ca/>
Chair: Dr. Robert V. Kowalewski
Email: chair@phys.uvic.ca
Phone: 250-721-6798
Graduate Adviser: Dr. Sara Ellison
Email: physgrad@uvic.ca
Phone: 250-721-7737
Graduate Secretary: Jolene Bales
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
Byoung-Chul Choi, PhD (Freie Universität Berlin)
Experimental condensed matter physics
Rogerio 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
Andrew I. Jirasek, PhD (British Columbia)
Medical physics
Dean Karlen, PhD (Stanford)
Experimental particle physics
Richard K. Keeler, PhD (British Columbia)
Experimental particle physics
Jody M. Klymak, PhD (Washington)
Physical oceanography
Pavel Kottun, 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
Christopher J. Pritchett, PhD (Toronto)
Astronomy and astrophysics
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
Kimberly A. Venn, PhD (Texas-Austin)
Astronomy and astrophysics
Jon R. Willis, PhD (Cambridge)
Astronomy and astrophysics

Adjunct and Emeritus Faculty
David Andersen, PhD (Pennsylvania State)
Astronomy and astrophysics
William Ansbacher, PhD (Otago)
Medical physics
Alan Astbury, PhD (Liverpool)
Experimental particle physics
Parvinder 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
Fred. I. Cooperstock, PhD (Brown)
General relativity and astrophysics
Patrick Coté, PhD (McMaster)
Astronomy and astrophysics
David Crampton, PhD (Toronto)
Astronomy and astrophysics
Orsola De Marco, PhD (University College London)
Astronomy and Astrophysics
James Di Francesco, PhD (Texas)
Astronomy and astrophysics
Laura Ferrarese, PhD (Johns Hopkins)
Astronomy and astrophysics
Isabelle Gagné, PhD (Alberta)
Medical physics
F. David A. Hartwick, PhD (Toronto)
Astronomy and astrophysics
Michelle Hills, PhD (British Columbia)
Medical physics
Cornelia Hoehr, PhD (Ruprecht-Karls-Universität, Heidelberg)
Nuclear medicine
Hendrik Hoekstra, PhD (Groningen)
Astronomy and astrophysics
Robert E. Horita, PhD (British Columbia)
Geomagnetism and space physics
Werner Israel, PhD (Trinity)
Theoretical astrophysics
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

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Doug Johnstone, PhD (University of California, Berkeley)
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J.J. Kavelaars, PhD (Queen's)
Astronomy and astrophysics
Akira Konaka, PhD (Kyoto)
Experimental nuclear and particle physics
tional 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-baseine 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 of portable and implantable X-ray sources, medical image processing, and the design of radiation therapy systems.

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, gravitation, SNe, and cosmology. 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.

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GRADUATE PROGRAMS

Both MSc and PhD students must maintain a cumulative GPA of at least 5.0 (B), with no individual grade below B-, for all required courses (namely those specified by the student's supervisory committee as part of the program). Grades of C+ or below trigger a memo from the Faculty of Graduate Studies about the candidate (see "Faculty Admissions", page 16, for details). Students with this qualification may still be required to complete English language courses as part of their program-related course work.

**Program Requirements**

See [www.phys.uvic.ca](http://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), with no individual grade below B-, for all required courses (namely those specified by the student's supervisory committee as part of the program), Grades of C+ or below trigger a memo from the Faculty of Graduate Studies about the candidate (see "Faculty Admissions", page 16, for details). Grades of C+ or below are considered failures for required courses, with a subsequent 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 the PhD program. However, for students who enter the PhD program via an MSc-to-PhD transfer, this upper limit is three years from the original start date of the MSc.

**Thesis**

The thesis requirement for advanced 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, 500B and 502A plus an additional 1.5 units chosen from the PHYS graduate course list. Additional courses as required. Colloquium PHYS 560. Thesis (normally 6.0 units) PHYS 599. Final oral examination. Total (minimum) 15.0

**MSc in Physics — Concentration in Ocean Physics**

Program Requirements

- A minimum of 6 graduate course units (at least 3 units chosen from PHYS 500A, 500B, 502A, 502B, 505, 510) 6.0
- Additional undergraduate or graduate courses as required (minimum). 3.0
- The thesis requirement for advanced 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.
- Courses up to a maximum of 3 units chosen from PHYS 500A, 500B, 502A, 502B, 505, 510.

**MSc in Physics — Concentration in Medical Physics**

Program Requirements

PHYS 534, 539, 540, 544, 545, 546. Additional courses, normally at the graduate level. Colloquium PHYS 560. Thesis (normally 6.0 units) PHYS 599. Final oral examination. Total (minimum) 15.0

**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 at least 4.5 units of the core courses (PHYS 500A, 500B, 502A), or their equivalent.
2. Colloquium PHYS 560 (0.0 units).
3. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).
5. Final oral examination.

**PhD in Physics — Concentration in Ocean 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 at least 3 units from PHYS 500A, 500B, 502A, 502B or their equivalent.
2. Colloquium PHYS 560 (0.0 units).
3. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).
5. 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 12.0 (of which at least 9.0 must be graduate) and including at least 4.5 units of the core courses (PHYS 500A, 500B, 502A), or their equivalent.
2. Colloquium PHYS 560 (0.0 units).
3. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).
5. Final oral examination.

**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 "Work Terms" on page 32.

**Political Science**

**General Information**

**Contact Information**

Department of Political Science
Location: Social Science and Mathematics Building, Room A316
Mailing Address: PO Box 1700 STN CSC Victoria, BC V8W 2Y2 Canada
Courier Address: 3800 Finnerty Road SSM Building A316 Victoria, BC V8P 5C2 Canada
Telephone Number: 250-721-7486 Fax Number: 250-721-7485
Email: poligrad@uvic.ca
Website: [www.uvic.ca/polisci](http://www.uvic.ca/polisci)
Chair: Dr. Amy Verdun
Email: chairpol@uvic.ca
Phone: 250-853-3568
Graduate Adviser: Dr. Scott Watson
Email: gradpol@uvic.ca
Phone: 250-853-3527
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, health and human rights.

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

Matt James, PhD (UBC)
Canadian constitutionalism and citizenship, Canadian politics, social movements, prestige, political theory

Arthur Kroger, PhD (McMaster)
Technology, culture and theory; contemporary French and German political theory; Canadian political and social thought; ethics and biotechnology

James (Jamie) Lawson, PhD (York)
Canadian Politics and Public Policy; natural resource policy and politics; environmental policy and politics; forest policy and politics; Canadian political economy; indigenous/newcomer relations; historical and geographical approaches to politics; philosophy of history.

Warren Magnusson, DPhil (Oxford)
Contemporary social and political thought; governmentality and politics; the local and the global; the political economy of the urban; urbanism as a way of life

Oliver Schmidtke, PhD (European Univ. Inst., Florence)
Citizenship and Immigration; identity politics; comparative politics; xenophobia and racism; European integration

Heidi Kiwetinepesiek Stark, PhD (Minnesota)
Comparative Indigenous Politics, Aboriginal and Treaty Rights, Federal Indian Policy, and Indigenous Law

Reeta Tremblay, PhD (Chicago)
Her areas of research include: Comparative Politics and Comparative Federalism, South Asian Political Economy, Nation-State and Secessionist Movements in India and Indian Populair Cinema.

James H. Tully, PhD (Cambridge)
Political philosophy; history of political philosophy; contemporary political philosophy; Canadian political theory; constitutional theory

Amy C. Verdun, PhD (European University Institute, Florence)
European integration studies; monetary integration; European integration theory; European comparative politics; international political economy; international relations

R. B. J. (Rob) Walker, PhD (Queen's)
Contemporary social and political thought; theories of discourse, ideology and culture; philosophy of social science; international political theory; concepts of space and time in political thought; modernity/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

Guoguang Wu, PhD (Princeton)
Comparative politics (developing, authoritarian, and communist countries), liberalization and democratization, East Asian politics, China, Hong Kong, Taiwan, Asia-Pacific international relations, Chinese political thought

Feng Xu, PhD (York)
Chinese politics, comparative politics (East Asia); gender politics (especially East Asia); migration and citizenship; national and diaspora identities; policy ideas, translation theory and global hegemony

Degrees and Specializations Offered

The Department of Political Science offers a program of study leading to the degrees of Master of Arts and Doctor of Philosophy in Political Science.

The MA program provides an opportunity for advanced research in most areas of Political Science. The PhD program is especially appropriate for students interested in any of the five areas of concentration:

A. Contemporary Political Theory
B. Transnational Politics and Global Political Economy
C. Democratic Constitutionalism
D. Comparative Public Policy and Governance
E. Cultural, Social and Political Thought

Full information on supervisory resources and Political Science courses can be found on the department's website: <web.uvic.ca/polisci/graduate>.

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 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 five areas of concentration (Contemporary Political Theory; Transnational Politics and Global Political Economy; Democratic Constitutionalism; Comparative Public Policy and Governance; Cultural, Social and Political Thought).

Concentration in Cultural, Social and Political Thought (CSPT)
This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must apply for admission to the CSPT Program Director. Only students already accepted into an MA or PhD program in English, History, Political Science or Sociology may be admitted to CSPT. For full information about the program see <web.uvic.ca/polsci/graduate/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 112.

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. Students who fail to submit a thesis proposal by October 15 of their second year will be asked to withdraw from the program.

Summary of Requirements
Field seminars (POLI 507, 508, 509, 516, 540) .................................................. 3.0
Elective courses ........................................................................ 3.0
Thesis proposal complete
Thesis (POLI 599) ................................................................. 9.0
Total .................................................................................. 15.0

MA Program with CSPT
CSPT Master's students must complete 7.5 units of course work. Students must complete POLI 509 (1.5 units), a field seminar drawn from the following list: POLI 507, 508, 516, 540 (1.5 units); one additional graduate seminar in Political Science (1.5 units); and two CSPT graduate seminars (3.0 units). Students must also complete a MA thesis worth 9 units. The topic must be within the field of CSPT. At least two members of the examining committee must be drawn from the faculty members affiliated with the CSPT program.

Summary of Requirements
POLI 509 ................................................................. 1.5
Other POLI Field Seminar ........................................... 1.5
Other POLI Graduate Seminar .................................. 1.5
CSPT Graduate Seminars ............................................. 3.0
Thesis proposal complete
Thesis (POLI 599) ......................................................... 9.0
Total .............................................................................. 16.5

PhD Program
PhD candidates are required to complete 42.0 units in accordance with the following program:

Course Requirements
All PhD students are required to complete six 1.5 unit graduate courses beyond the MA degree, including POLI 600 (Professional Development Seminar). Students must choose two field seminars (3 units) (POLI 607, 608, 609, 616, 640, CSPT 601), 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, 610 and one other 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
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 coursework including POLI 600 (Professional Development Seminar). Students must complete POLI 609 (1.5 units), POLI 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 609</td>
<td>1.5</td>
</tr>
<tr>
<td>CSPT 601</td>
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<tr>
<td>Other POLI Graduate Seminars</td>
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<tr>
<td>CSPT Graduate Seminar</td>
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<tr>
<td>Professional Development Seminar (POLI 600)</td>
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</tr>
<tr>
<td>POLI 693</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

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 "Work Terms", page 32.

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 programs of study leading to the PhD degree may be designed according to the interests of individual students and faculty members. The clinical psychology training program is fully accredited by both the Canadian and American Psychological Associations.

The programs are designed to provide students with:
- knowledge and training in their area of specialization
- the skills necessary to conduct and communicate the results of new research and to work 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

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Email: psychgrd@uvic.ca
Website: <web.uvic.ca/psyc>
Chair: Dr. Elizabeth Brimacombe
Email: psychchair@uvic.ca
Phone: 250-721-7524
Graduate Adviser: please see our website for most current information
Graduate Secretary: Karen Kienapple
Email: psychgrad@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. Bush, 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

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, prosocial and pro-environmental behaviours, cultural and life transition, posttraumatic growth.

Scott M. Hafer, 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

Michael A. Hunter, PhD (Simon Fraser)
Multivariate methods, theory of parametric vs. nonparametric statistical inference

Kimberly A. Kerns, PhD (Chicago Medical School)
Pediatric neuropsychology, clinical psychology, attention and memory disorders

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 (U Vic)
Cognitive aging, life-span development, predictors of cognitive decline, analysis of change

Michael E. J. Masson, PhD (Colorado)
Cognitive psychology, memory, language comprehension, object identification, skill acquisition and computational models

Catherine A. Mateer, PhD (Western Ontario)
Clinical neuropsychology, cognitive rehabilitation, memory, attention and executive function, brain injury

Ulrich Mueller, PhD (Temple)
Development of executive function, social-communicative development, role of language in social-cognitive development, history of developmental psychology

Andrea M. Piccinin, PhD (USC)
Statistical methods for longitudinal data, cognitive development, aging

Marsha G. Runz, PhD (Manitoba)
Clinical psychology, child maltreatment, family violence, women's health

Ronald W. Skelton, PhD (British Columbia)
Cognitive neuroscience, spatial cognition, recovery from brain injury, outcome measurement
Graduate Programs

Colette Smart (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

Erica Woodin, PhD (Stony Brook)
Clinical psychology, domestic violence, substance abuse, prevention

Degrees and Specializations Offered
• Master of Science in Clinical Psychology
• Master of Science in Psychology
• Doctor of Philosophy in Clinical Psychology
• Doctor of Philosophy in Psychology

Facilities
Our department has the following facilities for training and research.
• Psychology Clinic
• The Brain and Cognition Laboratory
• The Human Interaction Lab

Financial Support
Our department has the following facilities for training and research.

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 enrolling in undergraduate courses, graduate courses, or by course challenge.

Master of Science in Clinical Psychology
Course Requirements
Methods and Statistics Requirements
PSYC 502: Research Apprenticeship (3.0 units)
Two of: PSYC 518, 532, 533

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 Exam
An oral exam of the completed thesis must be satisfactorily passed.

Program Length
Students should expect to complete all degree requirements in two, but not more than three, years of full-time study.

Manual for the Graduate Program in Clinical Psychology
Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Master of Science in Psychology
Course Requirements
PSYC 502: Research Apprenticeship (minimum 1.5 units)
Graduate-level statistics (two graduate courses in statistics chosen from listing in departmental Regulations)

Required Courses for the Cognition and Brain Science Track
PSYC 576A, B, C, or D (3.0 units); a minimum of 1.5 units of PSYC 504; and PSYC 577 each winter session in residence.
Required Courses for the Experimental Neuropsychology Track
PSYC 540* (1.5 units); PSYC 550 (1.5 units); 3.0 units of electives (e.g., PSYC 551, 575, 576A, B, C, or D)
* If offered during the first two years of student’s master’s training.

Required Courses for the Lifespan Development Track
PSYC 560 (1.5 units); PSYC 561 (1.5 units); one of PSYC 562 (1.5 units), PSYC 563 (1.5 units), PSYC 566 (1.5 units)

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 two years 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
Lifespan Development Emphasis
PSYC 560; One of*: PSYC 518, 532, 533
Neuropsychology Emphasis
One of*: PSYC 518, 532, 533; One of: PSYC 504 (topic must be statistics/methods related), 541, 574A, 574B
* The two selections must be different from those taken to fulfill the MSc Methods and Statistics requirements; 518 must be one of the selections if not already taken for the MSc.

Clinical Courses
All clinical students:
PSYC 506A (Therapy); PSYC 586A, 590; 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 547, 549

Required Courses for the Lifespan Development Emphasis
PSYC 586B; Two of PSYC 562, 563, 565, 566, 567, 568; One more of 588, 593, 594, 595 (must be 588, 593 or 594 ‘Couples Therapy’ if one of these not already taken)

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 completed dissertation must be satisfactorily defended at an oral exam.

Program Length
Students should expect to complete all degree requirements in five to six years beyond the MSc, and one year longer for students who completed their master’s training at another institution.

Manual for the Graduate Program in Clinical Psychology
Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their PhD programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Doctor of Philosophy in Psychology
Course Requirements
In addition to the MSc requirements:
Graduate-level statistics or methods (two courses)

Required Courses for the Cognition and Brain Science Track
At least one of PSYC 576A, B, C, or D (1.5 units); a minimum of 1.5 units of PSYC 602; a minimum of 1.5 units of PSYC 604; PSYC 577 each Winter session in residence.
Electives approved by the student’s supervisory committee.

Required Courses for the Experimental Neuropsychology Track
PSYC 543 (1.5 units); At least one of PSYC 518* or 541*
Electives approved by the student’s supervisory committee (12.0 units; may include PSYC 602).

Required Courses for the Lifespan Development Track
PSYC 564 (1.5 units); two of PSYC 562 (1.5 units), PSYC 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 “Work Terms” on page 32.

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, BC V8W 2Y2
Canada
Courier Address:
3rd floor, HSD Building
3800 Finnerty Road
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Fax Number: ................. 250-721-8849
Email: padm@uvic.ca
Website: <publicadmin.uvic.ca>
Director: Evert A. Lindquist
Email: padirect@uvic.ca
Phone: .......................... 250-721-8084
Graduate Adviser: James C. McDavid
Email: gradspa@uvic.ca
Phone: .......................... 250-721-8055
Graduate Administrative Assistant: Judy Selina
Email: padm@uvic.ca
Phone: .......................... 250-721-6448

2013-14 UVIC CALENDAR
Faculty Members and Areas of Research

Catherine Althaus-Kaefer, PhD (Griffith University)
Political risk calculation, public sector leadership, policy-making processes, religion and politics

Herman Bakvis, PhD (UBC)
Intergovernmental relations, government structure and organization, political parties and interest groups

Emmanuel Brunet-Jailly, PhD (U Western Ontario)
Local government and politics, cross-border regions, comparative urban politics.

J. Barton Cunningham, PhD (Southern California)
Quality of working life, organizational theory, decision making, stress and motivation, human research management.

Lynda Gagné, PhD (UBC)
Child care policy, children outcomes, social programs, applied econometrics and microeconomics

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

Budd Hall, PhD (UCLA)
International community development, community-university engagement, social movements

John Langford, PhD (McGill)
Canadian politics and government, machinery of government, administrative ethics

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

James N. MacGregor, PhD (Victoria)
Organizational behaviour, human information processing

Richard T. Marcy, PhD (Oklahoma)
Public sector leadership, leadership development, adaptation and cognition in organizations, management of meaning in organizations

James C. McDavid, PhD (Indiana)
Program evaluation, performance management, local government service delivery

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

Lynne Siemens, PhD (Hertfordshire)
Community development; entrepreneurship and small business; rural economic development; government and business relations; organizational behaviour; academic team development

Kimberly Speers, PhD (Alberta)
Policy analysis and public policy; government relations and management consulting; performance measurement and planning

Lindsay Tedds, PhD (McMaster)
Underground economy; tax non-compliance; economics of taxation; public economics; time use; timing of stock option awards; applied econometrics

Thea Vakil, PhD (Victoria)
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)
Health economics, economic evaluation, evidence-based management

Degrees and Specializations Offered

The School of Public Administration offers the following graduate programs:

Master of Public Administration (MPA)

On Campus and Online

The Master of Public Administration (MPA) programs are designed for full-time students (MPA On Campus) and for part-time students (MPA Online). Also, in partnership with the Faculty of Law, the School offers a full-time double degree JD+MPA program.

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 knowledge and skills to contribute to the development of diverse, peaceful societies through their work with public sector and civil society organizations. The MACD program recommends participation in Co-operative Education. For details, see "Community Development" on page 61.

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 HA 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, including designated computer 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/graduates/financials> or through their office in the University Centre. Information on bursaries and scholarships is available at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <registrar.uvic.ca/safa>. In addition, the provincial and federal governments 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.

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 department’s Admissions Committee. The Admissions Committee is comprised of faculty and administrators.

Admission to Master’s 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 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.

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.

Candiates 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.

Deadlines

- December 15 for International Students.
- January 15 for Domestic applicants. 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 JANUARY 15 are automatically considered for University Graduate Awards.

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 résumé and a letter of intent that explains how this program relates to their career plans, and their personal and professional values and goals. Finally, applicants must have two assessment forms or letters of reference sent directly to the Graduate Admissions and Records Office.

Application Deadline 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); Introductory Descriptive and Inferential Statistics (ADMN 502B); and Introduction to Economics for the Public Sector (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: <registrar.uvic.ca/grad>.

Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT. International 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. The MPA On Campus and the MPA Online require the same number of units to complete the program.

- **Core Courses**
  - ADMN 502A, 502B, 504, 507, 509 or other specified course*, 512, 551, 556, 589**
  - **Elective Courses**
    - ADMN 523, 530, 531, 537, 544, 547, 548, 553, 554, 577, 578, 579, 580, 581, 582
    - With permission of the Graduate Adviser, 400-level undergraduate courses through the School of Public Administration Diploma program or other academic programs.

- **Final Requirement**
  - ADMN 598 or 599

* based on review of students’ prior academic history, they may be streamed into an alternate course

** MPA On Campus program only

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 21.0 units, while project students’ programs will total 19.5 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 just over 1.5 years, including two co-operative work terms. The part-time MPA Online program can be completed in two years.

**MPA On Campus Program**

The MPA On Campus program consists of five compulsory terms: two full-time, residential academic terms, two co-operative work terms, and a third academic term. The third academic term may be completed 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.

<table>
<thead>
<tr>
<th>Term 1 (Fall Term, Sept-Dec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 502A (1.5) Research Design: Critical Appraisal of Information</td>
</tr>
<tr>
<td>ADMN 504 (1.5) Public Sector Governance</td>
</tr>
<tr>
<td>ADMN 509 (1.5) Public Sector Economics</td>
</tr>
<tr>
<td>ADMN 551 (1.5) Administrative Justice System in Canada</td>
</tr>
<tr>
<td>ADMN 589 (0.0) Co-op Seminar: Introduction to Professional Practice</td>
</tr>
</tbody>
</table>

Note: Some term 1 courses may include pre-course assignments.

<table>
<thead>
<tr>
<th>Co-op Work Term I (Spring Term, Jan-Apr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2 (Summer Term, May-Aug)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization</td>
</tr>
<tr>
<td>ADMN 509 (1.5) Public Sector Economics</td>
</tr>
<tr>
<td>ADMN 556 (1.5) The Public Policy Process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-op Work Term II (Fall Term, Sept-Dec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3 (Spring Term, Jan-Apr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students register in either: ADMN 598 (4.5) Master’s Project or ADMN 599 (6.0) Master’s Thesis</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**Optional Co-op Work Term III**

To be completed by the same term in which the Project or Thesis is defended. Please see “Co-operative Education”, page 148.

**MPA Online Program**

Courses in the MPA Online program are offered year-round. MPA Online students may only take more than two courses per term with the permission of the Graduate Adviser. Students will also need the permission of the Graduate Adviser to take elective courses before completing core courses.

<table>
<thead>
<tr>
<th>Term 1 (Fall Term, Sept-Dec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 502A (1.5) Research Design: Critical Appraisal of Information</td>
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<tr>
<td>ADMN 504 (1.5) Public Sector Governance</td>
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<tr>
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</tr>
<tr>
<td>ADMN 589 (0.0) Co-op Seminar: Introduction to Professional Practice</td>
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Note: Some term 1 courses may include pre-course assignment.

<table>
<thead>
<tr>
<th>Term 2 (Spring Term, Jan-Apr)</th>
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<tbody>
<tr>
<td>ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization</td>
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<tr>
<td>ADMN 509 (1.5) Public Sector Economics</td>
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</tbody>
</table>

<table>
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<tr>
<th>Term 3 (Summer Term, May-Aug)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 502B (1.5) Statistical Analysis</td>
</tr>
</tbody>
</table>

ADMN 551 (1.5) Administrative Justice System in Canada
ADMN 512 (1.5) Financial Management, Accountability, and Performance Measurement
ADMN 556 (1.5) The Public Policy Process

**Term 4 (Spring Term, Jan-Apr)**

Students register in two course electives

**Term 5 (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 review the online ADMN 598/599 resources during this term.

**Capstone Project**

Students may complete a Master’s Project (ADMN 598) or a Master’s Thesis (ADMN 599) to complete their MPA requirements.

**MPA – Master’s Project Option**

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. Normally the academic supervisor is a member of the School faculty and is also a member of the Faculty of Graduate Studies. More detailed information about the 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 Option**

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: <http://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 graduate 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 Graduate Studies’ rules governing the JD+MPA double degree program,” page 24. Further information on the program may also be obtained from either the School of Public Administration or the Faculty of Law.

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 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.

**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
  ADMIN 604 (1.5)  Theories of Public Management
  ADMIN 605 (1.5)  Comparative Policy and Governance
  ADMIN 620 (1.5)  Policy and Institutional Design and Analysis
  ADMIN 621 (1.5)  Policy and Program Evaluation and Performance
  ADMIN 607 (1.5)  Organizational Behaviour and Analysis
  ADMIN 645 (1.5)  Organizational Change and Development

- two methodology courses
  ADMIN 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.

- ADMIN 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 with students from 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 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**

ADMIN 693 (3.0) Candidacy Examination

During the second year of the program, 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**

ADMIN 699 (30.0) Dissertation

Upon completing the candidacy examinations, students will develop a dissertation proposal and defend it 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 ADMIN 517A and 517B and HA 488T (Cultural Sector students only) include required attendance at on-campus intensive sessions.

**Graduate Professional Certificate in Library Sector Leadership**

ADMIN 517A (0.5)  Graduate Professional Certificate Orientation

ADMIN 507A (1.5)  Public Sector Leadership: Teams, Self and Organization

ADMIN 530A (1.5)  Increasing Organizational Effectiveness

ADMIN 531A (1.5)  Strategic Human Resource Management

ADMIN 577A (1.5)  Strategic Planning and Implementation

**Graduate Professional Certificate in Cultural Sector Leadership**

ADMIN 517B (0.5)  Graduate Professional Certificate Orientation

HA 488T (1.5)  Leadership in Cultural Organizations

ADMIN 507B (1.5)  Public Sector Leadership: Teams, Self and Organization

ADMIN 530B (1.5)  Increasing Organizational Effectiveness

ADMIN 531B (1.5)  Strategic Human Resource Management

ADMIN 577B (1.5)  Strategic Planning and Implementation

**Graduate Certificate in Evaluation and Graduate Diploma in Evaluation**

The part-time online Certificate in Evaluation consists of four specified ADMIN 500-level courses. Upon successful completion of the four courses, students can then 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, ADMIN 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**

ADMIN 537 (1.5)  Program Evaluation and Performance Measurement
Graduate Programs

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 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 a third work term is an option, provided it is complete by the same semester in which the project/thesis is defended.

MPA On Campus students are required to register in ADMN 589 Co-op Seminar: Introduction to Professional Practice, in their first term in the program. Students are also referred to "Work Terms" on page 32.

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 analysis 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

Fax Number: 250-472-4109

Website: <www.uvic.ca/publichealth>
Graduate/Administrative Assistant: Carmel Chamberlain
Email: jgillie@uvic.ca
Phone: 250-721-8204

For information about the programs contact Joan Gillie, Program Manager.
Email: jgillie@uvic.ca
Phone: 250-832-3845

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

Charlotte Reading 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

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

Laurene Shields, PhD (Oregon)
Community; health promotion; empowerment; community nursing practice; life threatening illness and events; connectedness; people's experiences of health, illness and healing; narrative inquiry; feminist research; story as a metaphor of healing/spirituality

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

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 Cantiz, BScN, BA, MSc (Toronto), Adjunct Professor (2012-2015)
Perry Kendall, MBB, FRCP, MSc (UBC), Adjunct Professor (2012-2015)
Patrick McGowan, BA, MSW, PhD (UBC), Professor, Grant Tenure (Limited Term 2012-2015)
Irving Rootman, MPhil, PhD (Yale), Adjunct Professor (2012-2015)
Franklin White, MD, CM, MSc, FRCPC, FFPH, Adjunct Professor (2012-2015)

Public Health Advisory Board
Irving Rootman, PhD (Chair)
Perry Kendall, OBC, MBB, MHS, 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) program 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.ubc.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 <registrar.ubc.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 performances and Social Development's (HSD) Guidelines for Professional 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 designee 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 certifi-
cuation 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 Graduate Adviser, School of Public Health and Social Policy. Application materials may be obtained from the Graduate Admissions and Records Office website <registrar.uvic.ca/grad> or the School of Public Health and Social Policy website: <publichealth.uvic.ca>.

Applications for admission are first received by the Graduate Admissions and Records Office. This office evaluates each applicant’s transcripts to determine admis-sibility 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 Admission Commit-tee.

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. Applicants 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 grade of 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 <registrar.uvic.ca/grad> and submit a hard copy by mail. To ensure that all documents are added to the application file, applicants should ensure that all online and hard copy documents submitted to the Graduate Admissions and Records Office are under the same name.

- Provide two 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 résumé/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 149.

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 units 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.

**Core Course Requirements (4.5 units)**

PHSP 501 (1.5) Life Course Determinants I: Epidemiology and Biostatistics

PHSP 503 (1.5) Constructions of Health and Principles of Health Promotion

PHSP 504 (1.5) Supportive Environments and Healthy Public Policy

**Area of Focus**

One of Four 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 Informatics**

PHSP 530 (1.5) Health Informatics: An Overview

PHSP 531 (1.5) Database Design and Data Analysis in Health Care

**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) Critical Perspectives in Social Policy and Public Health
PSHP 551 (1.5) Social Determinants and Healthy Public Policy

Additional Program Requirements
PHSP 507 (1.5) Practicum (225 hours)
PHSP 508 (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) Life Course Determinants I: Epidemiology and Biostatistics
PHSP 502 (1.5) Life Course Determinants II: Epidemiology and Biostatistics
PHSP 503 (1.5) Constructions of Health and Principles of Health Promotion
PHSP 504 (1.5) Supportive Environments and Healthy Public Policy
PHSP 505 (1.5) Public Health Interventions
PHSP 506 (1.5) Public Health Research

Area of Focus
One of Four 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 Informatics
PHSP 530 (1.5) Health Informatics: An Overview
PHSP 531 (1.5) Database Design and Data Analysis in Health Care
PHSP 532 (1.5) Public Health Informatics

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) Critical Perspectives in Social Policy and Public Health
PSHP 551 (1.5) Social Determinants and Healthy Public Policy
PHSP 552 (1.5) Healthy Public Policy Strategies

Additional Program Requirements
PHSP 589 (3.0) Practicum (450 hours)
PHSP 508B Culminating Report 3.0 or 4.5 units. 21 unit option (3 units) or Diploma to MPH transfer options (4.5 units.)

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. Michael Hayes
Email: mhayes@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.

**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**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ADMN 602</td>
<td>Research Methods in Public Administration</td>
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<tr>
<td>ECON 500</td>
<td>Microeconomic Analysis</td>
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<tr>
<td>ECON 501</td>
<td>Macroeconomic Analysis</td>
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<tr>
<td>ECON 545</td>
<td>Econometrics Analysis</td>
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<td>ECON 549</td>
<td>Computational Methods in Economics and Econometrics</td>
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<tr>
<td>ED-D 560</td>
<td>Statistical Methods in Education</td>
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<td>ED-D 562</td>
<td>Advanced Statistical Methods in Education</td>
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<tr>
<td>GEOG 524</td>
<td>Advanced Quantitative Methods</td>
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<tr>
<td>GEOG 538</td>
<td>Advanced Seminar in Geomatics</td>
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<tr>
<td>HINF 571</td>
<td>Health Systems Data Analysis</td>
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<td>PSYC 518</td>
<td>Psychometric Methods</td>
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<td>PSYC 532</td>
<td>Applied Multiple Regression</td>
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<td>PSYC 533</td>
<td>Applied Multivariate Analysis</td>
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<tr>
<td>PSYC 541</td>
<td>Research Design and Methods in Neuropsychology</td>
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<tr>
<td>PSYC 564</td>
<td>Statistical Methods in Lifespan Development</td>
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<tr>
<td>SOCI 510</td>
<td>Categorical Data Analysis</td>
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**Sociology of Health**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ADIN 545</td>
<td>Sociology of Health</td>
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<tr>
<td>SOCI 585</td>
<td>Seminar on Aging</td>
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<tr>
<td>SOCW 503</td>
<td>The Social Construction of Health, Illness, and Aging</td>
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<tr>
<td>SOCW 504</td>
<td>Community Development in Health and Social Services</td>
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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, BC V8W 2Y2
Canada

Courier Address:
Human & Social Development Building, Room B302
University of Victoria
Ring Road
Victoria, BC V8W 2Y2
Canada

Telephone Number: 250-721-8036
Fax Number: 250-721-6228
Email: socw@uvic.ca
Website: <socialwork.uvic.ca>
Director: Dr. Pam Miller
Email: swdirector@uvic.ca
Graduate Adviser: Dr. Susan Strega
Email: ssstrega@uvic.ca
Graduate Program Adviser: Meg Thompson
Email: megt@uvic.ca

Graduate Secretary: Jaime Ready
Email: bswwmsw@uvic.ca
Phone: 250-472-5622

Faculty Members and Areas of Research

Leslie Brown, PhD (Victoria)
Research Methods, Indigenous Governance, Social Work Education, Community Development, Child Welfare

Jeanine 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.

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 poststructural scholarship in the contexts of pedagogy, policy, knowledge production, professional identity and social work education

Patricia MacKenzie, PhD (Edinburgh)
Health promotion, interdisciplinary practice, disability; rural issues; aging; gay, lesbian, bisexual, transgendered issues; social work practice in health care settings; qualitative research methods

Pamela Miller, PhD “Philosophy” (Indiana), PhD “Social Work” (Ohio)
Use and impact of information technology in teaching and learning, professional development and in human services, professional ethical decision making, leadership in human services and community development

Cheryl Moir-van Iersel, MSW (British Columbia)
Feminist and group work practice; integrating play and creativity in the classroom

Meenoo Moosa-Mitha, PhD (Southampton)
Citizenship rights of children and marginalized communities, child welfare policy and practice, anti-racist, feminist theory

Catherine Richardson, PhD (Victoria)
Indigenous resistance, decolonizing approaches to social work, response-based practice, safety-oriented and dignity-based child protection work, recovery from violence, and Indigenous approaches to research and scholarship centered around cultural, ecological and spiritual integrity

Susan Strega, PhD (Southampton)
Critical, feminist and poststructural 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

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).

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.

BSW and 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;
GRADUATE PROGRAMS

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/gradfunding.html> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <registrar.uvic.ca/safa>. In addition, the provincial, territorial and federal governments each offer student loans to full-time candidates who meet the requirements.

Students are encouraged to apply to postings that are advertised on the School’s listserv, where additional opportunities may be provided.

ADMISSION REQUIREMENTS

General
Initial inquiries regarding graduate studies in social work should be made to the Graduate Secretary and Program Adviser. 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 an employer’s reference, a personal statement and a current CV as part of the application. Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the deadline date.

Admission to the Master’s Program
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 requirements for social work include 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.

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.

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.

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 REQUIREMENTS

Non-BSW Entry MSW Program
Non-BSW entry MSW students must take thirty 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 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 549 (1.5) Research Foundations
SOCW 551 (1.5) Indigenous Communities: Practice and Policy
SOCW 544 (1.5) Social Work, the State and Citizenship
SOCW 543 (1.5) Theorizing Social Difference
SOCW 547 (1.5) A Critical History of Social Work: The Making of Citizenship and Nation
SOCW 550 (1.5) Social Justice, Social Work and the Law
SOCW 546 (1.5) Collaborative Conversations

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
Normally, full-time Non-BSW entry MSW students require a minimum of three years to complete the MSW degree.

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
Elective (1.5)
Student must take at least 1.5 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 requirement 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.

Program Length
Normally, full-time students in the Indigenous Specialization requirement a minimum of two years to complete the MSW degree.

Electives (3.0 units):
Students 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 requirement a minimum of two years to complete the MSW degree.

Sociology

General Information
At the level of graduate studies, the Department of Sociology includes among its research and teaching strengths the six core areas of concentration designated in its doctoral program: aging, gender, health, political sociology/social movements, social inequality, and cultural, social, and political thought. Graduate studies in Sociology are designed to emphasize the connections between core areas and to encourage students to develop competencies in more than one area, particularly at the doctoral level. Further information is available at the department's website (see below).

Contact Information
Department of Sociology
Location: Cornett, A333
Mailing Address: PO Box 3050 Victoria, BC V8W 3P5 Canada
Courier Address: Cornett Building, A333 3800 Finnerty Road (Ring Road)

SOCW 511 (1.5) Contemporary Debates and Ethical Dilemmas in Social Work
SOCW 512 (1.5) Knowledge and Inquiry: Re-Theorizing Social Work
SOCW 516 (1.5) Research Methodologies
SOCW 517 (1.5) Research Seminar
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

Electives (1.5 units):
Students must take at least 1.5 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 requirement 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.

Program Length
Normally, full-time students in the Indigenous Specialization requirement a minimum of two years to complete the MSW degree.

Electives (3.0 units):
Students 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 requirement a minimum of two years to complete the MSW degree.

Sociology

General Information
At the level of graduate studies, the Department of Sociology includes among its research and teaching strengths the six core areas of concentration designated in its doctoral program: aging, gender, health, political sociology/social movements, social inequality, and cultural, social, and political thought. Graduate studies in Sociology are designed to emphasize the connections between core areas and to encourage students to develop competencies in more than one area, particularly at the doctoral level. Further information is available at the department's website (see below).

Contact Information
Department of Sociology
Location: Cornett, A333
Mailing Address: PO Box 3050 Victoria, BC V8W 3P5 Canada
Courier Address: Cornett Building, A333 3800 Finnerty Road (Ring Road)

2013-14 UVIC CALENDAR
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, History and Political Science. Students must meet the core graduating requirements of the individual departments.

Students must apply for admission to the CSPT Program Director. Applicants must already have been accepted for graduate studies in Sociology. For full information about the program see <web.uvic.ca/polisci/cspt>.

The requirements for the program in the Departments of English, History and Political Science differ from those in Sociology. See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 112.

Deadlines

- Financial support: 1 February
- North American: 31 May (for Sept. entry)
- Overseas: 15 December (for Sept. entry)

Program Requirements

Master's

The department offers two programs leading to the MA degree. Normally, students will declare their intentions of pursuing one or the other option by the end of April of their first year in the graduate program.

The programs leading to the Master of Arts degree in Sociology, while containing a core of theory and method, are designed to provide flexibility for students as well as to reflect the diversity which characterizes the discipline. Individual programs beyond the core are designed to fit students' interests and to supplement areas in which they may require additional work, insofar as faculty resources and specializations permit.
Normally, work as a research assistant or teaching assistant is an integral part of the master’s program in Sociology.

Students are urged to consult the most recent edition of A Guide to Graduate Studies in Sociology, which may be obtained at the departmental Office and on our website. The Guide provides further details of the program and specifies additional requirements for program completion.

**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 (SO CI 599) for which they receive 6 units of credit. Students are required to demonstrate competence in both sociological theory (SO CI 503 or 504) and method (SO CI 507 and 515).

In addition, normally students must complete at least one of the following: SO CI 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**: (SO CI 599) ........................................... 6.0

**Statistical Analysis**: (SO CI 507) .......................... 1.5

**Qualitative Research Methods**: (SO CI 515) ........ 1.5

**One of the following:**

- Classical Sociological Theory (SO CI 503) ........ 1.5
- Contemporary Social Theory (SO CI 504) ........ 1.5

**At least one of the following:**

- Linear Models (SO CI 508) .................................. 1.5
- Research Design (SO CI 511) .............................. 1.5
- Gender, Power and Social Justice (SO CI 525) .... 1.5
- Political Sociology (SO CI 535) ......................... 1.5
- Sociology of Health (SO CI 545) ....................... 1.5
- Social Inequality (SO CI 556) ............................ 1.5
- Social Movements (SO CI 566) ......................... 1.5
- Seminar on Aging (SO CI 585) .......................... 1.5
- Topics in Cultural, Social and Political Thought (CS PT 500)* ................................................. 1.5
- Contemporary Cultural, Social and Political Thought I (CS PT 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 (SO CI 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 (CS PT 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 (SO CI 503 or 504) and method (SO CI 507 and SO CI 515).

**Course Requirements**

**Thesis**: (SO CI 599) ........................................... 6.0

**Statistical Analysis**: (SO CI 507) .......................... 1.5

**Qualitative Research Methods**: (SO CI 515) ........ 1.5

**One of the following:**

- Classical Sociological Theory (SO CI 503) ........ 1.5
- Contemporary Social Theory (SO CI 504) ........ 1.5

**At least one of the following:**

- Linear Models (SO CI 508) .................................. 1.5
- Research Design (SO CI 511) .............................. 1.5
- Gender, Power and Social Justice (SO CI 525) .... 1.5
- Political Sociology (SO CI 535) ......................... 1.5
- Sociology of Health (SO CI 545) ....................... 1.5
- Social Inequality (SO CI 556) ............................ 1.5
- Social Movements (SO CI 566) ......................... 1.5
- Seminar on Aging (SO CI 585) .......................... 1.5
- Topics in Cultural, Social and Political Thought (CS PT 500)* ................................................. 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 Extended Essay, with at least 9 of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write an Extended Essay (SO CI 598) for which they receive 3 units of credit. Students are required to demonstrate competence in both sociological theory (SO CI 503 or 504) and method (SO CI 507 and 515). In addition, students must complete at least two of the following: SO CI 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**

- Extended Essay (SO CI 598) .............................. 3.0
- Statistical Analysis (SO CI 507) .......................... 1.5
- Qualitative Research Methods (SO CI 515) .......... 1.5

**One of the following:**

- Classical Social Theory (SO CI 503) ................. 1.5
- Contemporary Social Theory (SO CI 504) .......... 1.5

**At least two of the following:**

- Linear Models (SO CI 508) .............................. 1.5
- Research Design (SO CI 511) .............................. 1.5
- Gender, Power and Social Justice (SO CI 525) .... 1.5
- Political Sociology (SO CI 535) ......................... 1.5
- Sociology of Health (SO CI 545) ....................... 1.5
- Social Inequality (SO CI 556) ............................ 1.5
- Social Movements (SO CI 566) ......................... 1.5
- Seminar on Aging (SO CI 585) .......................... 1.5
- Topics in Cultural, Social and Political Thought (CS PT 500)* ................................................. 1.5
- Contemporary Cultural, Social and Political Thought I (CS PT 501) ............................................. 1.5

**Final Project**

In this program, students write an Extended Essay (SO CI 598) for which they receive 3 units of credit. Typically, the Extended Essay is between 40 and 60 pages long.

**Oral Examination**

Students in the 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 Extended Essay.

**PhD Program**

The PhD program is open to students with research interests in one or more of the following core areas and their intersections:

- aging
- gender
- health
- political sociology/social movements
- social inequality
- cultural, social and political thought (CSPT)

The PhD degree requires 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 (SO CI 503 and 504) and 12 additional credits in Sociology or related disciplines.
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
Candidacy examinations are offered in each of the Department's five core disciplinary areas. CSPT candidacy exams are set separately. Students must complete candidacy exams in any two of three disciplinary areas: health and aging; social inequality and political sociology; social movements. Candidacy Examination Committees provide a reading list updated on a yearly basis and set exam questions. Students have a choice of either a 7-day take-home examination or a closed-book 6-hour examination. A student may fail a candidacy examination in a given area only once and must pass both candidacy examinations in order to continue in the PhD program. Both exam formats will have an oral component no later than one month after the submission of the written part.

The oral examination is to be based on the candidate's answers to the written exam. The oral examination will assess the student's ability to articulate his or her knowledge areas within the broader literature on the reading list.

### 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.

### Co-operative Education
Participation in the Co-operative Education program—which enables students to acquire knowledge, practical skills for employment, and workplace experience—is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time paid employment). Students require permission from their academic advisor and graduate advisor, as well as the Co-op coordinator, to participate in the Co-op program. Interested students should contact the Sociology Co-op office early in their first term. Students are also referred to "Work Terms" on page 32.

### Studies in Policy and Practice

#### GENERAL INFORMATION
Studies in Policy and Practice (SPP) is an innovative interdisciplinary MA graduate program of critical studies for those involved in activism, human services, and community work. The program provides graduates with a strong grounding in critical analysis for developing practice-based careers and pursuing advanced degrees in interdisciplinary studies and other disciplines. In fostering a unique combination of analytic and methodological skills, courses and work on a thesis or extended essay facilitate an understanding of the social, cultural and political contexts of policy and practice. Objectives focus on bringing together critical interpretations of policy, critical analysis of experience and practice, and critical theories of society and polity in innovative ways—all to effect social change.

Further information about the Studies in Policy and Practice program can be found on their web page at [web.uvic.ca/spp](http://web.uvic.ca/spp).

#### Contact Information
- **School of Public Health and Social Policy**
  - **Faculty of Human and Social Development**
  - **Location:** HSD 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:**
School of Public Health and Social Policy
University of Victoria
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
**Telephone Number:** 250-721-8204
**Fax Number:** 250-472-4109

**Website:** [web.uvic.ca/spp](http://web.uvic.ca/spp)

**Program Assistant:** Douglas Thompson
Email: sppgrad@uvic.ca
Phone: 250-721-8204

#### Faculty Members and Areas of Research

**Susan Boyd, PhD (Simon Fraser)**
- Women in conflict with the law; drug law and policy; reproductive autonomy; research methodologies; film and print media representations

**Pamela Moss, PhD (McMaster)**
- Body politics; feminist research and theory; women, space and identity; illness and disability; chronic fatigue syndrome; veterans with PTSD

**Michael J. Prince, PhD (Exeter)**
- Aboriginal-Canada state relations; biotechnology policy and governance; disability politics and policy; public budgeting; retirement income policy

**Marge Reitsma-Street, PhD (Toronto)**
- Poverty, unpaid work and wealth; community development; activist research; women's organizations

**Katherine Tegotsoonian, PhD (Stanford)**
- Neoliberalism and public policy; women's policy agencies; gender mainstreaming initiatives; mental health policy; workplace issues and mental health

#### Degrees and Specializations Offered
Students completing this program will receive a Master of Arts.

#### Facilities
SPP Graduate Students share an HSD Graduate Student office with a telephone and computers located in the B Wing, on the second floor of the Human and Social Development Building (room B241). Students also have access to a computer lab open seven days per week.

#### Financial Support
Graduate fellowships, awards and grants are available for students entering the program.

#### Admission Requirements
**Admission to the Master’s Program**
This program is only offered subject to an adequate applicant pool and resources.

SPP applicants must have a bachelor's degree in a relevant discipline and two years of relevant work experience. Usually, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the program. The program usually requires applicants to have or to make up an undergraduate course in research methods. Students also need to have or make up background knowledge of Canadian government and policy.
In addition to transcripts, letters of recommendation and application forms required by the Faculty of Graduate Studies, the Studies in Policy and Practice Program requires applicants to provide a resume, a personal statement of interests including a rationale for application, and a brief biography.

**Deadlines**
The early closing date for applications is December 1st and applications are accepted until February 15th.

**PROGRAM REQUIREMENTS**

**Thesis-based Master’s**
Students are required to complete 9.0 units of coursework (four required courses and two electives) and a 6.0 thesis, for a total of 15.0 units.

**Course Requirements**
- SPP 510 (1.5) Policy Context of Practice
- SPP 516 (1.5) Research Methodologies
- SPP 519 (1.5) Theory for Policy and Practice
- SPP 550 (1.5) Advanced Thesis Seminar
- SPP 599 (6.0) Thesis

**Electives Courses**
(Notice: not all Electives are offered every year)
- SPP 501 (1.5) Organizational Context of Practice
- SPP 520 (1.5) Advanced Methodology Seminar
- SPP 530 (1.5) Advanced Policy and Practice Seminar
- SPP 531 (1.5) Critical Approaches to Policy Analysis
- SPP 580 (1.5 or 3.0) Special Topics
- SPP 590 (1.5 or 3.0) Directed Studies

One elective must be an SPP course; usually two electives are SPP courses.

**Thesis**
Prior to beginning work on their thesis students must complete, and have approved by their supervisory committee, a proposal of 20-25 pages. The thesis itself is to be approximately 100 pages in length.

**Program Length**
Full-time students can be expected to complete the program in two years.

**Co-operative Education**
SPP offers a Co-operative Education option for students entering the program. Co-operative Education provides students with relevant work experience, either for building a career or making the transition to a different career. The Co-op option consists of two four-month work terms. The first placement begins after the student has completed two terms of coursework. At least one academic term has to be completed between placements. Prior work experience and continuing part- or full-time employment are not accepted for work term credit. Students completing two work terms and satisfying SPP academic requirements for the MA degree program will graduate with a Co-op designation on their transcript. See the Graduate Co-operative Education Entry in the Graduate Studies Calendar section of the Calendar. Students are advised that a Co-operative Education program fee is charged for each work term.

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**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**
Department of Theatre
Location: Phoenix Building
Mailing Address: University of Victoria, Theatre Department PO Box 1700 STN CSC Victoria, BC V8W 2Y2

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**Canada**
**Courier Address:**
University of Victoria, Theatre Department 3800 Finnerty Road (Ring Road) Victoria, BC V8P 5C2
**Canada**
**Telephone Number:** 250-721-7991
**Fax Number:** 250-721-6596
**Email:** theatre@uvic.ca
Website: <finearts.uvic.ca/theatre>
**Chair:** Warwick Dobson
**Email:** wdboson@uvic.ca
**Phone:** 250-721-7991
**Graduate Advisor:** Anthony Vickery
**Email:** avickery@uvic.ca
**Phone:** 250-721-7998
**Graduate Secretary:** Connie te Kampe
**Email:** theatre@uvic.ca
**Phone:** 250-721-7991

**Faculty Members and Areas of Research**
Warwick Dobson, PhD (Sussex), Chair
Applied theatre, drama/theatre in education, reminiscence theatre

Conrad Alexandrowicz, MFA (Alberta)
Acting, movement for actors, devised theatre

Sarah Blackstone, PhD (Northwestern), Dean
Theatre history, especially popular entertainment forms of the late 19th and early 20th centuries, and American theatre history

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

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

Peter McGuire, MFA (Victoria)
Production, direction

Brian Richmond, MA (Toronto)
Directing, dramaturgy, acting

Allan Stichbury, BFA (Alberta)
Stage design (scenic, costumes and lighting), Canadian theatre

Anthony Vickery, PhD (Victoria)
Theatre history, especially melodrama and British and North American theatre of the 19th and early 20th centuries

Jennifer Wise, PhD (Toronto)
Theatre history, especially Ancient Greece and the 18th century, theories of acting, opera

Jan Wood, BFA (Alberta)
Acting, voice

**Adjunct, Emeritus and Visiting Faculty**

Juliana Saxton, RA (Toronto)
Applied theatre

**Degrees and Specializations Offered**
The department offers the following graduate programs:
- MA in Theatre History
- MFA in Directing
- MFA in Design/Production
Facilities
The Phoenix Building is recognized as one of the most innovative and complete production/teaching facilities in Canada. In keeping with the academic philosophy of the teaching program, the Phoenix Building is designed and built around three distinct theatre architectural models, a thrust, a proscenium and a black box studio. Each space is provided with equipment designed to give students, actors, technicians and designers the opportunity to take part in many types of theatre: historic, modern, and experimental. Surrounding these performance spaces are fully equipped support areas: a design studio, scene, costume and properties workshops. In addition, there are rehearsal areas, makeup and dressing rooms, a movement studio, storage areas for props, scenery and costumes and of course classrooms.

In addition, the Department of Theatre has a good working relationship with the professional community, and educational theatres on Vancouver Island, providing opportunities for graduate students to do various types of practical work off-campus when time permits.

Financial Support
A few graduate students receive University of Victoria Fellowships (currently valued at approximately $13,500 over 12 months), which are awarded annually by the Faculty of Graduate Studies. The primary requirement for a fellowship is a minimum GPA average of 7.0 (UVic scale = approximately an A- average of 80%) in each of the last two undergraduate years and every graduate year.

A limited number of assistantships (TA) are also available from the department for qualified students. The usual level of assistantships is $2,000 per term, which 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 16), 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 resume 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 History
Applicants must possess either a general knowledge of Western theatre history, from the Greeks to the present, or a strong background in dramatic literature. Applicants must also be familiar with the practicalities of theatre production: design, direction, and performance.

Normally all admissions are conditional upon a diagnostic examination in theatre history.

Admission to the MFA in Directing
One student is admitted to the MFA program in Directing every two years. The competition is rigorous and a student should not apply unless he/she has an undergraduate degree with a major in theatre and a minimum GPA of B+. The applicant should also have a strong background in dramatic literature and dramatic theory as well as substantial practical experience in acting and directing. MFA in Directing applicants must have a knowledge at the BFA level of Directing, Acting, Theatre History, Lighting, Costume and Scene Design. A candidate’s knowledge may be assessed by a diagnostic examination.

Admission to the MFA in Design
In addition to the above general requirements, MFA in Design applicants will be required to submit a portfolio.

Applicants must have a basic knowledge and some experience in design of scenery, costume and lighting. They should also possess at least a survey knowledge of Western Theatre History and an acquaintance with the art of Directing. A candidate’s knowledge may be assessed by a diagnostic examination.

Deadlines
If applicants wish to be considered for a University of Victoria Fellowship, their applications must be complete by December 31 of the year prior to entry into the graduate program.

All applications must be submitted on forms available from the Graduate Admission and Records Office website <registrar.uvic.ca/grad> by February 1.

Program Requirements

Master of Arts
MA candidates will normally follow the 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 History – Thesis Option

Course Requirements

Theatre History (including THEA 500) ........... 6.0

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 Thesis (THEA 599) ......................... 6.0

Thesis

The candidate will submit the thesis and orally defend it as part of the requirements of the Faculty of Graduate Studies.

Program Length

The residency requirement is one year. The expected completion time is two years.

MA in Theatre History – 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.

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) ......................... 1.5

Directing and Advanced Directing (THEA 512, 515, 523) ......................... 6.0
Design and Production (THEA 508, 509, 510, 520, 521, 522) .......................... 3.0
Theatre History (THEA 501, 502, 503, 504, 516) .......................... 1.5
MFA Practicum (THEA 524) .......................... 6.0

**Final Project THEA 524, MFA Practicum**
A production to be decided upon in consultation with the student's supervisor and the department's graduate faculty.

**Oral Examination**
An oral defense of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defense must occur within two months of the close of the production.

**Other requirements**
If a written comprehensive examination is required, it must be passed prior to commencing work on the practicum production. The comprehensive examination will emphasize the practical areas of the theatre but may include Theatre History.

**Program Length**
Normally two calendar years of residency.

**MFA in Design/Production – 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) .......................... 1.5
Design and Production (THEA 508, 509, 510, 511, 520, 521, 522) .......................... 12.0
Approved Theatre or related discipline (may be at the 300/400 level) .......................... 1.5
MFA Practicum (THEA 524) .......................... 6.0

**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 BC V8W 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: Daniel Laskarin
Email: laskarin@uvic.ca
Phone: ........... 250-721-8011
Graduate Adviser: Paul Walde
Email: pwalde@uvic.ca
Phone: ........... 250-721-8011
Graduate Secretary: Laura Nuttall
Email: visualarts@uvic.ca
Phone: ........... 250-721-8011

**Faculty Members and Areas of Research**
Vikky Alexander, BFA (NSCAD)
Photography
Lynda Gammon, MFA (York)
Drawing, Sculpture
Daniel Laskarin, MFA (UCLA) Chair
Sculpture
Sandra Meigs, MA (Dalhousie)
Painting, Drawing
Lucy Pullen, MFA (Tyler School of Art, Temple University)
Sculpture
Jennifer Stilwell, MFA (The School of the Art Institute of Chicago)
Sculpture, Video
Paul Walde, MA (New York University)
Painting, Extended Media Practices
Robert Youds, MFA (York)
Painting
Emeritus
Mowry M. Baden, MFA (Stanford University)
Sculpture, Public Art

**Degrees and Specializations Offered**
MFA

**Financial Support**
Normally, work as a research assistant or teaching assistant is available to students in the graduate 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 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 "Work Terms" on page 32.

**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 ad-
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 "Work Terms" on page 32.

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, and drama and film. 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. V6P 5C2
Canada
Telephone Number: 250-721-7306
Fax Number: 250-721-6602
Website: <finearts.uvic.ca/writing/grad>
Chair: Bill Gaston
Email: bgaston@uvic.ca
Phone: 250-721-7304
Graduate Adviser: Maureen Bradley
Email: bradley@uvic.ca
Phone: 250-721-7306
Graduate Secretary: Valerie Tenning
Email: vtenning@uvic.ca
Phone: 250-721-7306

Faculty Members and Areas of Research

Lorna Crozier, BA (Sask), MA (Alta), Honorary D. of Letters (Regina), Honorary D. of Letters (Saskatchewan)
Poet, essayist, anthologist, editor of poetry and creative nonfiction, CBC radio commentator

Maureen Bradley, BA, MA (Concordia), MFA (Brit Col)
Film production, experimental film, drama, documentary, feminist and queer media arts

Bill Gaston, BA, MA, MFA (Brit Col), Chair
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

Lynne Van Luven, BA (Sask), MA, PhD (Alta)
Creative nonfiction, journalism, editing, columnist, arts commentator

Financial Support

A Graduate Fellowship 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, playwrighting and screenwriting.

Admission to Master's Program

An undergraduate degree in any discipline and from any accredited college or university in BC as well as from accredited post-secondary institutions from outside the province. Applicants must have 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 playwrighting, screenwriting, fiction or creative nonfiction. Professional experience, screenings and publications will also be taken into account. These should be summarized in one to three pages.

Applications 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 15.

Program Requirements

Students will be required to complete 9 units of classes and a 9-unit major writing project in a two-year period. The Writing 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:

1. The following required courses:

   WRIT 500 (1.5) Writing Workshop (taken twice)
   WRIT 501 (1.5) Advanced Studies in Writing (taken twice)
   WRIT 598 (9.0) Major Writing Portfolio

2. A minimum of one of the following two teacher-training courses:

   WRIT 509 (1.5) Instructional Skills Preparation
   WRIT 590 (1.5) Directed Studies in Instructional Skills Preparation

3. Program Electives:

   If a student chooses to take only one of the two teacher-training courses, the 1.5 remaining units will be chosen from the following:

   WRIT 591 (1.5) Directed Studies in Writing

   Electives may also be taken from several other sources. Students can request admission into undergraduate courses within the Department of Writing or outside the department with approval from the student's supervisor. As well, there is a range of courses offered in other graduate programs across campus. There is, however, no guarantee that space will be available in courses in other departments.

4. Mandatory Teaching Requirement Teaching Assistantship: Each graduate student will receive a two-term teaching assistantship.

Co-operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "Work Terms" on page 32.
Research Centres

Vice-President Research
Howard Brunt, BA (Florida), ADN (Vermont), MScN (Yale), PhD (Calgary), Vice-President, Research
Dr. Michael Miller, Associate Vice-President, Research
Dr. Rachael Scarth, MA, PhD (Cambridge), 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. The Office is also responsible for the regulation of research activities through the Animal Care Committee and the Human Research Ethics Board. The Office operates the Animal Care Units and the Aquatic Research Facility following the Guidelines of the Canada Council on Animal Care. Grants facilitation assistance in applications for research grants and contracts includes identifying potential funding agencies, providing information on application procedures and advising on the preparation of proposals. The Research Partnership and Knowledge Mobilization unit provides a comprehensive suite of research partnership services related to intellectual property protection, commercialization, partnership development, negotiation of research contracts and agreements, and collaboration with industry and community.

The Office of the Vice-President Research works in close collaboration with the following groups and oversees the activities of the University’s 17 interdisciplinary research centres.

Website: <www.research.uvic.ca>

Ocean Networks Canada Observatory (ONC) <www.oceannetworks.ca>

ONC is a not-for-profit society created by UVic in 2007 to oversee the development and operation of the UVic-owned Ocean Networks Canada Observatory, made up of the NEPTUNE Canada ocean network and the VENUS coastal network. ONC is also responsible for the ONC Centre for Enterprise and Engagement (ONCCEE), a federal centre of excellence in commercialization and research which promotes commercial applications and public outreach based on the observatory programs.

The Pacific Climate Impacts Consortium (PCIC) <www.PacificClimate.org>

PCIC is a consortium of research and stakeholder organizations that quantifies the impacts of climate change and variability on the physical environment of Pacific North America. PCIC bridges the gap between climate research and climate applications, and makes practical information available to government, industry, and the public.

Centre for Co-operative and Community-Based Economy
Dr. Ana Maria Peredo, BA, (Inca Garcilazo de la Vega, University of Peru), MA, PhD (Calgary), Director

The Centre for Co-operative and Community-Based Economy is a focal point on campus for the promotion of interdisciplinary research and learning on subjects related to the co-operative economy, engaging faculty members from the University of Victoria and elsewhere, graduate and undergraduate students, and members of the wider community with an interest in co-operative enterprise.

The Centre:
1. Fosters and co-ordinates interdisciplinary research at the University of Victoria related to co-operative economy in British Columbia and throughout the world;
2. Promotes the dissemination of research related to the co-operative economy among researchers and teachers in the academic community as well as among those in the wider community who may benefit from that research; and
3. Promotes the development and offering of co-operative courses at the University of Victoria, and supports co-operative studies for students, researchers and communities to engage respectfully in research activities that aim to address the urgent health disparities experienced by First Nations, Inuit and Métis peoples in Canada. Through engaging with stakeholders in Aboriginal health in British Columbia, across Canada, and internationally, the Centre seeks to assume an active advocacy role in promoting relevant and ethical health research that seeks to improve Aboriginal peoples’ health.

The CAHR encourages a broad multi-, cross- and inter-disciplinary team approach to health research that integrates programs of research across communities, academic institutions, regions, nations and globally. Our programs include Cultural Safety in Education and Healthcare, Community-Based Research, Global Indigenous Health, Knowledge Translation & Ethics, NEARBC (Aboriginal Health Resource Site), Open Door, Seniors Fall Prevention, Student Mentorship and Water. For more information on our current programs or CAHR, please visit our website at <www.cahr.uvic.ca>.

Centre for Addictions Research of B.C.
Tim Stockwell, MA (Oxford), MSc (University of Surrey), PhD (University of London), Director

The mission of the Centre for Addictions Research of B.C. (CARBC) is to create an internationally recognized centre, distributed across B.C., that is dedicated to research and knowledge exchange on substance use, harm reduction, and addiction.

Established at the University of Victoria in 2003 through an endowment from the B.C. Addiction Foundation, CARBC has developed relationships with a large network of addictions-related agencies in B.C. and has formal partnerships with 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.

Guided by a comprehensive five year strategic plan, CARBC tracks performance results in four key areas:
• Build research infrastructure and capacity across B.C. for the conduct of research that will increase understanding and support more effective responses to substance use
• Conduct high-quality research that increases understanding of substance use and addiction, and informs effective responses
• Disseminate research findings that increase understanding of substance use and addiction, to increase awareness of related harms, and to identify effective responses
• Contribute to the implementation of evidence-based policy and practice

CARBC maintains a research and administration office at the University of Victoria, and a communication and resource unit in Vancouver, BC.

Website: <www.carbc.ca>
Email: carbc@uvic.ca

Centre for Aboriginal Health Research
Dr. Charlotte Reading, MSc, PhD, FCAHS, Interim Director

The goal of the Center for Aboriginal Health Research is to improve the health and well being of aboriginal Peoples living in Canada and abroad. We recognize that research must be undertaken in partnership with communities and that research should meet the highest standards of community ethics and scientific rigor. Many ways of knowing can be connected for Aboriginal health research to create advanced knowledge to address complex health disparities from different community and academic perspectives.

The Centre provides a supportive environment for students, researchers and communities to engage respectfully in research activities that aim to address the urgent health disparities experi-
Centre for Advanced Materials and Related Technology (CAMTEC)
Dr. Byoung C. Choi, PhD (Free University Berlin), Director

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria is a research centre committed to interdisciplinary work on advanced materials and technology. The scope of this work covers a wide spectrum of research in theoretical and applied areas. CAMTEC coordinates related research among the Departments of Biology, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with scientists and engineers from the private and public sectors to ensure technology transfer to industry.

The Centre's key research areas and areas of application include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials and their applications, microscopy and nanoprobes, microwave and optical applications of advanced materials, advanced composites, alloys, and ceramics, integrated circuit technology, infrared detectors, microsensors for environmental and medical applications, opto-electronic and micro-electronic devices, piezoelectric actuators, and chemical sensors, with recent emphasis being in nanostructures and nanotechnology.

The Centre stimulates the development of new equipment and facilities on campus and also attracts graduate students and visiting scientists interested in advanced materials. As an interdisciplinary centre, CAMTEC has an impressive array of equipment and facilities at its disposal. The knowledge and experience gained from the research into advanced materials at CAMTEC is disseminated throughout the University, to the private and public sectors, and to other Canadian universities and institutions. The Centre accomplishes this through scientific publications, conferences, workshops and seminars, as well as through courses offered by the members.

Website: <www.camtec.uvic.ca>
Email: CAMTEC@uvic.ca
Telephone: 250-721-7736

Centre for Asia-Pacific Initiatives (CAPI)
Director: TBA
Helen Lansdowne, MA (UVic), Associate Director
Robyn Fila, MA (Linkoping), Program Manager
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, and China and Asia-Pacific relations. Associates and Research Fellows who share research interests are attached to the Centre. Linkages are established with other units on campus for purposes of collaborative research, as well as with individuals and institutions across Canada and in the Asia-Pacific. In addition to the research activities undertaken by CAPI, a wider role is taken on campus in disseminating information through conferences, workshops, symposiums and publications. The Centre manages an internship program that offers 8-month internships in the Asia-Pacific region for recent graduates. The Centre is not a teaching unit, and the faculty associated with the Centre teach in their respective departments or faculties.

For further information on CAPI programs and events, visit the centre's website at <www.capi.uvic.ca>

Centre for Biomedical Research
E. Paul Zehr, PhD (University of Alberta), Professor (Neuroscience & Kinesiology), Director

The Centre for Biomedical Research (CBR) is a collaborative group of scientists and clinicians investigating important biomedical problems. The CBR is a multidisciplinary unit with members from many faculties, departments, schools, and divisions across campus, as well as the Island Medical Program. There are seven research clusters within CBR: biological technology; neuroscience; developmental biology; cell signaling; cardiovascular; genetics; infection and immunity. CBR promotes interdisciplinary basic and translational biomedical research targeted at generating cures or restoring function in pathology and disease. Researchers in CBR have programs aimed at cancer, Rhett’s Syndrome, stroke, African Sleeping Sickness, fetal alcohol syndrome, and spinal cord injury, amongst others. Some members also work in collaboration with the B.C. Cancer Agency, the Vancouver Island Health Authority, the International Collaboration on Repair Discoveries (ICORD), as well as other local, national, and international agencies and foundations. Members of CBR are also involved in relating the importance of biomedical research through community engagement activities such as Café Scientifique. The Centre also hosts the "Let’s Talk Science" public outreach initiative at UVic.

Graduate students wishing to study in the centre must be registered with an appropriate university department. Personnel from the CBR and cooperating agencies participate in giving appropriate coursework. MSc, PhD and Post-Doctoral work can be conducted through the Centre.

Centre for Biomedical Research
Pocht 041
University of Victoria
PO Box 3020, STN CSC
Victoria, BC V8W 3N5
tel: 250-472-4067, fax: 250-472-4075
Website: <www.uvic.ca/cbr>
Email: cbr@uvic.ca

Centre for Early Childhood Research and Policy
Meyer Horowitz, Acting Director
Beverly Smith, D.Phil (Oxford University), Associate Director

The Centre for Early Childhood Research and Policy (CECRP) became a multi-faculty centre in March 2011. The Centre's interdisciplinary research, policy work, and educational activities aim to generate fresh insights, consolidate understandings, and improve policies and programs to support optimal child health and development within diverse socio-political and cultural contexts. The centre works collaboratively with communities and organizations on...
The Centre is strongly committed to public dynamic, multidisciplinary environment. Global governance, security and sustainability issues are central to the Centre for Global Studies (CFGS) research efforts. 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 Forest Biology
C. Peter Constabel, BSc (Sask), MSc (UBC), PhD (Montreal), Department of Biology, Director

Scientists in the Centre for Forest Biology carry out fundamental and applied research and train graduate students and postdoctoral fellows in Forest Biology, emphasizing the adaptation of trees and their interactions with the environment. Faculty members collaborate and work in close association with scientists from Forestry Canada at the Pacific Forestry Centre (PFC) and the Provincial Government Research Branch. Also, associations with the forest industry and forest industry laboratories are maintained in order to ensure maximum technology transfer. The knowledge generated is disseminated through scientific publications, conferences, lectures and through the diverse academic courses offered by the Centre.

Research topics which can be pursued under the auspices of this Centre include: conifer embryogenesis; plant stress physiology; plant and fungal molecular biology; functional genomics of plant natural product metabolism; plant biochemistry and plant-pest interactions; microbial ecology; and carbon sequestration by forests and soils.

Cooperating University departments are: Biology and Biochemistry and Microbiology. Graduate students wishing to take part in the work of the Centre register with an appropriate University department, but may conduct a large part of their thesis research working with personnel and equipment of a cooperating agency. Personnel from the agencies participate in giving appropriate course work. Both master's and doctoral work can be conducted through the Centre. Website: <web.uvic.ca/forbiol>

Centre for Social and Sustainable Innovation (CSSI)

Monika Winn, MA (Tuebingen University), MBA, PhD (U of California, Irvine), Professor and Francis G. Winspear Scholar, Champion Sustainability, Director

Heather Ranson, BA (UBC), MBA (U of Guelph), Certified Meeting Professional (Camosun College), Assistant Teaching Professor, Associate Director

The Centre for Social and Sustainable Innovation (CSSI) 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 to poverty and social entrepreneurship. CSSI hosts regular presentations to encourage faculty to share their research 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 of 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. Dedicated courses in sustainability are required in the BCom and MBA programs, and sustainability topics are integrated throughout the BCom, MBA, MGB and PhD programs. The Centre supports faculty teaching as well as student activities such as Carrotmobs and the BCom Sustainability Challenge.

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 UVic-sponsored energy-reduction competitions. This committee also initiated the move to low-energy copiers and double-sided printing.

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.

Website: <www.uvic.ca/gustavson/cssi>

Centre for Youth and Society

E. Anne Marshall, RPsych., PhD (Toronto), Director

Tricia Roche, Manager, Research & Community Partnerships

Stephanie Poje, Research and Communications Coordinator

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 Centre for Youth and Society is to promote the health and well-being of youth....
from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Center facilitates university-community partnerships to generate and mobilize knowledge regarding youth strengths, challenges, and opportunities. Current research clusters include: youth mental health, literacy, youth and new technologies, Indigenous youth, youth and the economy, youth health and recreation, 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](http://www.youth.society.uvic.ca)
Email: cys@uvic.ca
Phone: (250) 472-5414
Location: University House 3
Facebook: Centre for Youth and Society

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### Institute for Integrated Energy Systems (IESVictoria)

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

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

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

**Our Activities:**
- **Research:** We are committed to developing new technologies to make sustainable energy systems feasible. We also undertake research to investigate the effects that the choice of particular energy systems technologies can have on the world.
- **Service:** We will collaborate with any other organization that shares our vision. In particular, we work with industrial partners to provide access to specialized knowledge and equipment, and with government partners to support policy and decision making processes.
- **Communication:** We promote energy systems education at all levels, formally and informally, to convince the world of the critical need for new and sustainable energy systems.

IESVictoria is a multidisciplinary research institute with participation from Engineering, Chemistry, Biology and Economics. A fuel cell systems laboratory with hydrogen production and fuel cell testing equipment is available for research use. This lab is designed primarily for prototyping and testing new fuel cell designs. IESVictoria makes extensive use of students at both the undergraduate and graduate levels to assist with research, and IESVictoria 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](http://www.iesvic.uvic.ca)

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### Pacific Institute for Climate Solutions

**Thomas F. Pedersen, BSc Hons. (UBC), PhD (Edinburgh), FRSC, FAGU, 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.

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### 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
University of Victoria
PO Box 3055, STN CSC
Victoria, BC V8W 3P6
Phone: 250-721-7736
Website: [vispa.phys.uvic.ca](http://vispa.phys.uvic.ca)
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 168. A list of the course abbreviations and their corresponding subject areas is presented on page 169.

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 <registrar.uvic.ca>.

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
- **ART** Visual Arts
  - Department of Visual Arts
- **CH** Cultural Heritage Management
  - Department of History in Art and Division of Continuing Studies
- **HA** History in Art
  - Department of History in Art
- **MUS** Music
  - School of Music
- **THEA** Theatre
  - Department of Theatre
- **WRIT** Writing
  - Department of Writing

#### Faculty of Graduate Studies
- **GS** Graduate Studies by Special Arrangement
- **INTD** Interdisciplinary Program

#### Faculty of Human and Social Development
- **ADMN** Public Administration
  - School of Public Administration
- **CD** Community Development
  - School of Public Administration
- **CYC** Child and Youth Care
  - School of Child and Youth Care
- **DR** Dispute Resolution
  - School of Public Administration
- **HINF** Health Information Science
  - School of Health Information Science
- **HSD** Human and Social Development
  - Interdisciplinary Courses
- **IGOV** Indigenous Governance
  - MA in 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

#### Faculty of 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
- **HIST** History
  - Department of History
- **ITAL** Italian
  - Department of Hispanic and Italian Studies
- **LING** Linguistics
  - Department of Linguistics
- **PAAS** Pacific and Asian Studies
  - Department of Pacific and Asian Studies
- **PHIL** Philosophy
  - Department of Philosophy
- **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
  - School of Environmental Studies
- **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
  - School of Environmental Studies
- **POLI** Political Science
  - Department of Political Science
- **PSYC** Psychology
  - Department of Psychology
### Courses by Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Code</th>
<th>Faculty</th>
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<td>Chemistry</td>
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<td>Cultural Heritage Management</td>
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<td>Entrepreneurship Diploma</td>
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<td>Geography</td>
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<td>Course</td>
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<tr>
<td>Indigenous Governance</td>
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<td>Indigenous Health Studies</td>
<td>Faculty of Human and Social Development</td>
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<tr>
<td>Interdisciplinary Program</td>
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<tr>
<td>International Management and Organization</td>
<td>Faculty of Human and Social Development</td>
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<tr>
<td>Italian</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Law</td>
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<tr>
<td>Linguistics</td>
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<td>Marine Science</td>
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<td>Master of Business Administration</td>
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<tr>
<td>Master of Business Administration + Master of Engineering</td>
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<tr>
<td>Master of Business Administration + Master of Science (CSC)</td>
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<tr>
<td>Master of Global Business</td>
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<td>Mathematics</td>
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<td>Microbiology</td>
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<td>Music</td>
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<td>Nursing and Health Information Science</td>
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<td>Nursing Policy and Practice</td>
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<td>Nursing, Advanced Practice: Nurse Educator Option</td>
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</tbody>
</table>
Course Abbreviation and Number
Courses are listed alphabetically by course abbreviation of up to four letters (e.g., ANTH for Anthropology) and course number (e.g., 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 169 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.

See page 168 for a list of courses offered by each faculty and page 169 for a list of course abbreviations.

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

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

Notes
Notes provide information about any restrictions on the assignment of credit in cases where courses overlap, as well as the maximum allowable credit for courses that may be taken more than once. Notes may also provide special information about a course.

Grading
Courses that are not graded using standard letter grades will include the alternative classifications for evaluation. See page 31 for an explanation of grading abbreviations.
ADMN 502A Units: 1.5
Research Design: Critical Appraisal of Information
Understanding how research is structured and conducted is a vital skill in the public sector. Introduces students to essential skills and components of the research process, weaknesses, and strengths. Key issues in research ethics and design are explored, including: research and data validity, measurement, qualitative methods, sampling, survey research techniques, questionnaire design, research design, measures of central tendency, dispersion, correlation, and computer-based analyses.

ADMN 502B Units: 1.5
Statistical Analysis
Policy analysis and management require an understanding of how statistical data analysis is performed and how to interpret the results. Building on knowledge acquired in 502A, further explores issues in statistical analysis as well as standard tools including: inferential statistics, parameter estimation issues in the context of public opinion polling and related survey research paradigms, statistical testing applied to data collected from survey research, correlational studies, and experimental and quasi-experimental research designs.

ADMN 504 Units: 1.5
Public Sector Governance
This foundation course helps students to build and refine their understanding of Canadian public sector governance. Focus is on key governance institutions and processes, the efforts being made to reform them, and the theories lying behind those efforts. Specifically, examines reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.

ADMN 507 Units: 1.5
Public Sector Leadership: Teams, Self and Organization
An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. 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.

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 507A, 507B, 507A. Restricted to students in the Graduate Professional Certificate 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 507B, 507A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

ADMN 508B Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

Prerequisites: 517B.

Prerequisites: 517A.

ADMN 509 Units: 1.5
Public Sector Economics
Provides a foundation in economics, focusing on the rationale for the existence of the public sector and tools for economic policy analysis. Students will be introduced to supply and demand, choice theory, production, efficiency and equity, welfare economics, monopoly, externality, public goods, imperfect information, and cost-benefit analysis.

ADMN 512 Units: 1.5
Financial Management, Accountability and Performance Measurement
Students will explore the vital role of human capital in organizations. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts, and information technology.

Note: Credit will be granted for only one of 530A, 530B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

ADMN 517A Units: 0.5
Graduate Professional Certificate Orientation
Orients students enrolled in the Graduate Professional Certificate in Library Sector Leadership Program.

Note: Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Gradning: 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.

Note: Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

Gradning: INC, COM, N, F.

ADMN 523 Units: 1.0-3.0, normally 1.5
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 underlying 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.

Prerequisites: 504 and 507 recommended.

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 530A, 530B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: 517B.

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 530A, 530B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

Prerequisites: 517B.

ADMN 531 Units: 1.5
Strategic Human Resource Management
Students will explore the vital role of human capital in organizations. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts, and information technology.

Note: Credit will be granted for only one of 531A, 431.

Prerequisites: 507 recommended.

ADMN 531A Units: 1.5
Strategic Human Resource Management
Students will explore the vital role of human capital in organizations. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts, and information technology.

Note: Credit will be granted for only one of 531A, 531B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: 517A.

ADMN 531B Units: 1.5
Strategic Human Resource Management
Students will explore the vital role of human capital in organizations, with an emphasis on the 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,
outlining 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 517, 531, 531A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

Prerequisites: ADMN 517

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, 437.

Prerequisites: 502A and 502B or permission of the department.

ADMN 544 Units: 1.5
Economic Evaluation Methods and Applications
A practical introduction to the theory and methods of economic evaluation, including cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.

Prerequisites: For MPA students: 502A, 502B, 509. For others: permission of the department.

ADMN 547 Units: 1.5
Intergovernmental Relations in Canada
Examines the impact on public policy of relations between governments resulting from the distribution of powers among federal, provincial, and municipal governments in Canada. Topics will include the 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, 462, POLI 462.

Prerequisites: 504 is recommended.

ADMN 548 Units: 1.0-3.0, normally 1.5
Special Topics in Public Policy
A study of selected special topics in Public Policy drawn from the current literature in Public Administration or related fields.

Note: May be taken more than once for credit in different topics.

ADMN 551 Units: 1.5
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 551A, 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, 422.

ADMN 556 Units: 1.5
The Public Policy Process
Examines the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to give students the opportunity to develop a thorough understanding of public policy and the dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of a globalized political environment and addresses the involvement of key players such as the courts, media, and interest groups.

Prerequisites: 504 or permission of the department. 509 is recommended.

ADMN 577 Units: 1.5
Strategic Planning and Implementation
Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan.

Note: Credit will be granted for only one of ADMN 577, 411.

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.

Prerequisites: ADMN 577B.

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 integrated urban 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, budgetary and multilevel governance issues linking the federal/state/local governments.

Note: Credit will be granted for only one of ADMN 578, 411, 577, 577B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

Prerequisites: ADMN 577B.

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 and regions and reflects upon the 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, 478, 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. Course work 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 581, 681. Prerequisites: 502B or permission of the department.

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 589 Units: 0
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. Provides guidance on how to succeed in co-op placements: preparing resumes and covering letters, interviewing, networking, job development, managing diversity. Attendance at this non-credit course is mandatory for all MPA on-campus students. Notes: - Offered in the September to December academic term only. - Credit will be granted for only one of 589, DR 589. Grading: INC, COM, N, F.

ADMN 590 Units: 1.0-3.0, normally 1.5
Directed Studies
Note: May be taken more than once for credit in different topics with permission of the Director. Pro Forma required.

ADMN 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 604, POLI 610.

ADMN 605 Units: 1.5
Also: POLI 607
Comparative Policy and Governance
Focuses on the study of differing governance practices and policy outcomes in different jurisdictions. Examines: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement, and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project. Note: Credit will be granted for only one of 605, POLI 507, 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, teams, formal structure, informal organization, motivation, perception, values, culture, information, decision making, group dynamics, conflict, leadership, empowerment, creativity, learning and innovation. Concepts and theories are complemented by reviewing seminal literature on private, public, and non-profit organizations, and by undertaking field research.

ADMN 620 Units: 1.5
Policy and Institutional Design and Analysis
A review of the interdisciplinary foundations of the analysis and design of public policy, and the institutions and strategies for implementing them. Examines the rationale, comparative advantage, and combinations of government hierarchies, markets, networks, and policy instruments. Considers how to meld different disciplinary and professional perspectives and techniques for addressing design and implementation challenges, and how to draw lessons from different policy domains and jurisdictions, through case studies and projects in selected policy domains.

ADMN 621 Units: 1.5
Policy and Program Evaluation and Performance
Evaluates and compares different sources of information and methodologies that policy-makers and policy analysts use to inform policy debates and decisions, implementation and management strategies, accountability, and program reviews. Topics include meta-analysis, cost-benefit analysis, quasi-experiments, program evaluation, performance measurement, smart practices, and other quantitative and qualitative methodologies. Explores the challenges of securing reliable and valid data, the trade-off between high quality and timely information, and conveying complex findings. These approaches and challenges are explored through intensive assessments of existing studies, cases and projects.

ADMN 645 Units: 1.5
Organizational Change and Development
Examines the philosophy, history, and evolving approaches associated with organizational change and development, with special focus on initiating and managing change in the public sector. Reviews the diverse perspectives on change and the special roles of those who seek to change and develop organizations. Includes topics such as planned and unplanned change, alternative interventions, resistance, leadership, and incremental versus radical change. Students will undertake case studies and assessments of organizational change initiatives.

ADMN 681 Units: 1.5
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 681, 581.

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 enrolls in the PhD program and continues until candidacy requirements have been completed.

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

**ADMN 699**
**Dissertation**
Prerequisites: 693
Grading: INP, COM, N, F.

**ANTH**

**Anthropology**

**Department of Anthropology**
Faculty of Social Sciences

**ANTH 500**
**Seminar in Anthropological Theory**
Note: Students must consult the department before enrolling in this course.

**ANTH 510**
**Selected Topics in Social and Cultural Anthropology**
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:
- **510A** - Social Organization
- **510B** - Economic Anthropology
- **510C** - Political Anthropology
- **510D** - Anthropology of Religion
- **510E** - Symbolic Anthropology
- **510F** - Cultural Ecology
- **510G** - Cultural Change
- **510H** - Medical Anthropology
Note: Students must consult the department before enrolling in this course.

**ANTH 511**
Formerly: 501
**Advanced Research Seminar in Inequality, Culture and Health**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

**ANTH 516**
**Seminar in Anthropological Research Methods**
An advanced consideration of the assumptions which lie behind various approaches to conducting research in anthropology.

**ANTH 520**
**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:
- **520A** - Themes in Sociocultural Anthropology
- **520B** - Themes in Archaeology
- **520C** - Themes in Biological Anthropology
Note: Students must consult the department before enrolling in this course.

**ANTH 530**
**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.

**ANTH 541**
Formerly: 540
**Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts**
An advanced research seminar, which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic, and contemporary contexts.

**ANTH 542**
**Archaeology of a Selected Area**
Note: Students must consult the department before enrolling in this course.

**ANTH 551**
Formerly: 550
**Advanced Research Seminar in Ecology and Evolution**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in topics related to both human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

**ANTH 552**
**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:
- **552A** - Applied Topics in Osteological Methods
- **552D** - Primatology
- **552E** - Advanced Topics in Biological Anthropology
Note: Credit will be granted for only one of 551, 552.

**ANTH 556**
**Directed Studies**
Note: Students must consult the department before enrolling in this course.

**ANTH 597**
**Thesis Proposal Development**
Offered every term, for MA students who have completed their first two terms and are preparing their thesis proposals. After the proposal is approved, students enroll in ANTH599.
Grading: INP, COM.

**ANTH 598**
**Comprehensive Examinations**
Note: Enrolment restricted to non-thesis MA's only.
Grading: INP, COM, N, F.

**ANTH 599**
**Thesis**
Grading: INP, COM, N, F.

**ANTH 600**
**Units: 1.5**
**Professional Development in Anthropology**
Addresses the responsibilities of anthropologists in communicating the results of their work to academia and the public. Topics covered include (but are not limited to): research ethics, grants and contracts, teaching, conference paper presentation, and publishing. Required for students in the PhD program in Anthropology, and Interdisciplinary PhD students with Anthropology as one of their disciplines.

**ANTH 611**
**Units: 1.5**
**Advanced Research Seminar in Inequality, Culture and Health**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in socio-cultural anthropology, flexibly integrating student research interests in inequality, visual anthropology, and/or health.

**ANTH 612**
**Units: 1.0**
**Graduate Colloquium**
A compulsory colloquium for PhD students in Anthropology that meets weekly from late September until mid-April. Papers are presented by graduate students, faculty, and visiting scholars. PhD students are required to participate during the two years they are meeting the PhD residency requirement. Participation includes attendance and at least one paper presentation by the end of the second academic year of the PhD student’s program.

**ANTH 641**
**Units: 1.5**
**Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic, and contemporary contexts.

**ANTH 651**
**Units: 1.5**
**Advanced Research Seminar in Visual Anthropology and Materiality**
In-depth and critical surveys of current issues, topics, theory and method relating to Visual Anthropology and Materiality in historical and contemporary contexts.

**ANTH 671**
**Units: 1.5**
**Advanced Research Seminar in Visual Anthropology and Materiality**
A Ph.D. level seminar which allows students to conduct in-depth and critical surveys 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**
These directed study courses explore the history and contemporary debates and relevant issues within a specific topical area, methodological, or theoretical approach within a particular theme of anthropology. These courses are intended to prepare students to participate in and contribute to research and knowledge development in one or more of their particular areas of specialization within the discipline.

PhD students must take any one of the following:
- **690A** - Specialized Directed Study in Contemporary Indigenous Peoples
- **690B** - Specialized Directed Study in Prehistoric and Historic Indigenous Peoples
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690C - Specialized Directed Study in Inequality, Culture, Health
690D - Specialized Directed Study in Evolution and Ecology
690E - Specialized Studies in Method and Theory
690F - Specialized Directed Study in Visual Anthropology and Materiality

ANTH 693 Units: 3.0
Doctoral Candidacy Examinations
Offered on an ongoing basis, when each individual Ph.D. student has completed their dissertation research proposal and is preparing or has prepared for the candidacy examination. Candidacy must be reached by the end of the second year in the program. Successful completion of Anth 693 is a prerequisite for registration in Anth 699 (Dissertation)
Grading: INP, COM, N, F.

ANTH 699 Units: 20
PhD Dissertation
Prerequisites: ANTH 683.
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
Independent Study
An independent study course normally taken during the semester 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.

Grading: INP, COM, N, F.

ASTR 500 Units: 1.5
Physics of Stars
Advanced topics on the analysis and modelling of stars. Topics may include stellar atmospheres, stellar hydrodynamics, nuclear astrophysics or star formation in molecular clouds.

ASTR 501 Units: 1.5
Stellar Interiors and Evolution
The physics of stars and stellar explosions. Interior structure and evolution including the origin of the elements. Stellar properties as a function of mass and metallicity. Computational simulations of stars and stellar physics processes such as mixing, and corresponding observables.

ASTR 502 Units: 1.5
Binary and Variable Stars
Stellar binarity and variability as well as its context, for example, in supernova progenitors, stellar populations, stellar physics validation and other areas of astronomy.

ASTR 503 Units: 1.5
The Interstellar Medium
Spectral line formation and notation. Processes in the interstellar medium including collisional excitation, photoexcitation, line transfer effects (e.g., resonance and fluorescence), continuum and recombination processes. The theory of photoionized regions. Dust and metals - formation, measurement and chemistry. The application of these physical processes to current research topics, including the composition of the Milky Way and Local Group galaxies and the interstellar media of high redshift galaxies.

ASTR 504 Units: 1.5
Galactic Structure
The physical structure of galaxies. Topics may include stellar dynamics within a dark matter halo, the interaction of galaxies with satellite systems, and galaxy mergers.

ASTR 505 Units: 1.5
Galaxies
The formation and evolution of galaxies from a modern research perspective. Topics may include the observed properties of galaxies, the growth of galaxies from initial conditions, the development of galactic scaling relations, the relationship between galaxies and large-scale structure and the physical evolution of galaxies.

ASTR 506 Units: 1.5
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 508 Units: 1.5
Cosmology
Current research problems in cosmology. Topics may include the measurement of cosmological parameters, universal expansion, large-scale structure, big bang nucleosynthesis and the cosmic microwave background.

ASTR 511 Units: 1.5
Advanced Topics in Astronomy
Advanced topics covering research in the fields of extra-galactic and stellar astronomy.
Note: May be taken more than once for credit.

ASTR 512 Units: 1.5
Astronomical Instrumentation
A multi-wavelength overview of astronomical instrumentation. Practical optics and signal processing (e.g., spread functions, resolution, aberrations, sampling, sources of noise, calibrations). Multiwave-length 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
Note: May be taken more than once for credit. 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.
expression and purification. The use of different eukaryotic expression systems. Studies the identification 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 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, FRAAP, FREAT. 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 MIP.

**BCMB 535** Units: 0.5

**Practical Crystallography**
Detailed review of the practical aspects of analysis of x-ray diffraction data collected from protein crystals. Includes techniques for growing and mounting crystals, data collection and reduction, and modern software packages for analysis and presentation. Hands-on experience in solving real structures will be given in a workshop atmosphere, and students are encouraged to bring their laptop computers to class.

**BCMB 536** Units: 0.5

**Practical Molecular Biology**
Application of modern methods to the quantitative generation of active proteins using prokaryotic and eukaryotic expression systems. Studies the identification and generation of gene constructs corresponding to potentially soluble (and active) protein subunits, and explores the optimization of their expression and purification. The use of different organisms to overcome problems of protein folding and glycosylation will be discussed.

**BCMB 537** Units: 0.5

**Experimental Origins of Molecular Biology**
Examination of the historical development of the guiding paradigms of modern molecular biology. Classic investigations to be examined include the Luria-Delbruck fluctuation test, the Meselson-Stahl experiment, the fine structure mapping of 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: 0.5

**Research Seminar**
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. Pro Forma required.

**BCMB 599** Units: to be determined

**MSc Thesis: Biochemistry**

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

**BCMB 699** Units: to be determined

**PhD Dissertation: Biochemistry**
Corequisites: BCMB 693.

**Grading:** INP, COM, N, F.
various types of DNA sequences can be used for research in diverse disciplines such as biotechnology, medicine, forestry, agriculture, ecology, and evolution. Students will prepare written reports and give oral presentations on selected topics.

Biol 509A Units: 1.5
Neurobiology Seminar
One hour/week seminar on topics in current research in neurobiology.

Biol 509B Units: 1.5
Neurobiology Lecture
See Biol 409A.

Biol 509C Units: 1.5
Neurobiology Laboratory
See Biol 409B.

Biol 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 510 Units: 3.0
Advanced Topics in Ichthyology

Biol 512 Units: 1.5
Advanced Benthos Ecology

Biol 513 Units: 1.0-3.0
Topics in Developmental Biology

Biol 514 Units: 1.5
Advanced Zooplankton Ecology

Biol 515 Units: 1.5
Ecology Seminar

Biol 516 Units: 1.5
Neuroethology

Biol 518 Units: 1.5
Electron Microscopy
An introduction to the principles and basic techniques of electron microscopy emphasizing common preparative methods for transmission and scanning electron microscopy. A final report illustrated by the student's electron photomicrographs is required.
Note: Enrollment is restricted to 3 students per term.
Prerequisites: 344 or equivalent, and permission of the Electron Microscopy Supervisor.

Biol 519 Units: 1.5
Advanced Electron Microscopy

Biol 520 Units: 1.5
Techniques in Molecular Biology
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

Biol 522 Units: 1.5
Sensory Biology
Examination of how sensory systems guide the behavior of animals. A survey of sensory systems will include: anatomical, electrophysiological and behavioral descriptions of the evolution and functional properties of sensory systems, and integrative processing. Case history examples will elucidate the importance of interactions between sensory processing and behavior. Research papers and seminar presentations will be emphasized.
Prerequisites: 365; 409A is recommended.

Biol 524 Units: 1.5
Anthropod Diversity and Conservation
Insects and their relatives tend to dominate terrestrial and freshwater ecosystems and contribute significantly to biodiversity. Studies of invertebrates are now included in all assessments of forest biodiversity. Provides an opportunity for students to develop, organize and participate in long-term forest anthropod biodiversity research projects.

Biol 525 Units: 1.5
Ecological and Evolutionary Physiology
A series of lectures and seminars examining several subjects of current interest in the ecological and evolutionary physiology of animals and plants. Interdisciplinary approaches to questions of organisms adaptations and interactions with their environment are emphasized. Students will prepare a critical analysis of a subject for presentation orally and in a written report.

Biol 526 Units: 1.5
Topics in Biological Ultrastructure

Biol 527 Units: 1.0-3.0
Advanced Topics in Cell Biology

Biol 530 Units: 1.5
Principles of Taxonomy

Biol 532 Units: 1.5
Topics in Endocrinology
See Biol 432.

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.
Prerequisites: 230 and 455 or equivalent.

Biol 536 Units: 1.5
Human Molecular Genetics
An advanced study of the supramolecular organization, structures and functions of the human genome, and their implications in genetic diseases, including cancer. Topics will include current advances in the human genome project, DNA footprinting, animal models of diseases, molecular pathology and gene therapies.

Biol 538 Units: 1.5
Topics in Microbial Ecology
See Biol 438.

Biol 540 Units: 1.5
Molecular Epidemiology
Lectures will cover the principles of epidemiology from a molecular perspective. Students will make oral presentations on a chosen human gene to establish a modern view of human population genetics based upon molecular data.
Note: Offered in second term of odd-numbered years.

Biol 541 Units: 1.5
The Molecular Basis of Mutation
Lectures and student reports on assigned topics will concentrate on the various pathways that create mutation including errors of replication, endogenous DNA damage and environmental assault. The nature of DNA damage and DNA repair will be considered.
Note: Offered in second term of even-numbered years.

Biol 543 Units: 1.5
Critical Evaluation of Emerging Ecological Issues
Students will review controversial and current topics in ecology. A list of topics will be provided that cover freshwater, marine and terrestrial ecology. Students will be required to select two topics, at least one of which is outside their own area of research. Each student will submit 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 549 Units: 1.0-6.0
Individual Study

Biol 550 Units: 1.0-6.0
Directed Studies

Biol 554 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 555 Units: 1.5
Advanced Evolutionary Biology

Biol 560 Units: 1.0
Annual Biology Graduate Symposium
Required of all graduate students every year of their degree program except by permission of the department. Shall be treated, in its grading, as the thesis or the dissertation and shall be given one unit of credit upon completion.
Grading: INP, COM, N, F.
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.

Prerequisites: Permission of the department.

BIOL 563  
Units: 1.5  
Also: STAT 563  
Topics in Applied Statistics  
Survival analysis, generalized linear models, multi-variate normal models, resampling methods, non-parametric and robust methods, meta-analysis, miscellaneous techniques.

Note: Joint with STAT 563.

BIOL 599  
Units: 12.0  
Thesis  
Grading: INP, COM, N, F.

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 Ph.D. program. Students transferring from the M.Sc. to the Ph.D. program must complete the exam within 18 months from their entry into the Ph.D. program.

Grading: INP, COM, N, F.

BIOL 699  
Units: ranges from 24 to 39  
PhD Dissertation  
Corequisites: BIOL 693.

Grading: INP, COM, N, F.

BUS

International Management and Organization  
Sardul S. Gill Graduate School of Business

BUS 601  
Units: 1.5  
Foundations of Research in International Management and Organization  
Introduces the foundations of scholarship and academic debate with a focus on international management and organization.

BUS 602  
Units: 1.5  
Seminar in International Management  
Examines the theoretical evolution and scope of international management theory and research, both as a distinct field of inquiry and as an interdisciplinary resource.

BUS 603  
Units: 1.5  
Seminar in Strategy and Organization I  
Introduces the major theoretical approaches and empirical treatments in the field of strategic management.

BUS 604  
Units: 1.5  
Seminar in Global Issues of Business Sustainability  
Introduces the literature in the field of “Organizations and the Natural Environment” and “Social Issues in Management”, including the strategic notion of “triple bottom line” management and tensions among social, ecological, and economic dimensions of sustainability.

BUS 605  
Units: 1.5  
Seminar in Cross-cultural Management  
Concepts in organizational behaviour and human resource management in an international context with a particular focus on the influences of national or societal culture (beliefs, norms, values, institutions) on theory and practice.

BUS 606  
Units: 1.5  
Seminar in Organizational Analysis  
Focuses on organizational design and the behaviour of individuals and groups within organizations.

BUS 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 up to a maximum of 9.0 units.

BUS 670  
Units: 3.0  
Research Seminars  
Participation in a regular program of seminars by internal and external speakers on current research topics. All PhD students will be required to give a research seminar during their second or third year of the program.

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.

Note: May be taken more than once for credit in different topics. Pro Forma required.

BUS 693  
Units: 3.0  
Doctoral Candidacy Exam  
PhD students write a Candidacy Exam made up of three components including 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 up to a maximum of 20 units.

Grading: INP, COM, N, F.

BUS 699  
Units: 15  
PhD Dissertation  
Corequisites: 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.

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 505A  
Units: 0.5  
Foundations of Community-Based Research: Setting a Research Agenda  
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. 

**Note:** Restricted to MACDI students only.

**CD 505B**

**Units:** 1.0

**Community-Based Research: Methods and Tools**

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 experiment with 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. 

**Note:** Restricted to MACD students only.

**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. Developmental 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 loans 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 cooperative 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. 

**Note:** Restricted to MACD students only.

**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 development plans, 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 diverse 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 and a variety of practice contexts relevant to students’ experience and systems.

**Note:** Credit will be granted for either 502 and 503, or 524.

**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 either 511 and 513, or 525.

**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.

Notes: - Restricted to students in the MACD program.
- Credit will be granted for either 517 and 520, or 526.

CD 590

Directed Studies

Units: 1.5

An international or local exchange, a study tour, self-directed reading, or an innovative personal learning design. Must be applicable to the field of study. Primary consideration will be given to its role and relevance in deepening skills and knowledge to strengthen the capacity of the student to provide leadership in the future.

Note: May be taken more than once for credit in different topics with permission of the Director.

CD 591

Selected Topics Course

Units: 1.5

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 Director.

CD 596

Group Project

Units: 4.5

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

Major Project

Units: 4.5

Expected to be a substantial analysis of a management, policy or program problem for a client in the community development sector. This major project is prepared in consultation with the client and an academic supervisor drawn from regular university faculty and qualified practitioners and must be both practical and academically rigorous. The major project is defended in an oral examination.

Grading: INP, COM, N, F.

CH

Cultural Heritage Management

Department of History in Art 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

Cultural Heritage Stewardship and Sustainability

Units: 1.5

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

Social Engagement

Units: 1.5

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

Heritage Conservation Planning

Units: 1.5

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

Visitor Experiences

Units: 1.5

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

Heritage Conservation In Context

Units: 1.5

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 570, HA 498K.
- A combined undergraduate/graduate course.

CH 571

Determining Significance of Heritage Resources

Units: 1.5

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 571, HA 498C.
- A combined undergraduate/graduate course.

CH 572

Heritage Conservation Planning Seminar

Units: 1.5

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 572, HA 498L.
- A combined undergraduate/graduate course.

CH 573

Planning for Cultural Heritage Management

Units: 1.5

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 574

Topics in Cultural Heritage Management

Units: 1.5

May be taken in conjunction with a Cultural Resource Management course in the HA 488 series with permission of the Program Adviser.

Note: This course may be taken more than once for credit in different topic areas.

Prerequisites: Permission of the Program Adviser.

CH 575

Leadership in Cultural Heritage Management

Units: 1.5

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 576

Planning for Cultural Heritage Management

Units: 1.5

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 580

Topics in Cultural Heritage Management

Units: 1.5

May be taken in conjunction with a Cultural Resource Management course in the HA 488 series with permission of the Program Adviser.

Note: This course may be taken more than once for credit in different topic areas.

Prerequisites: Permission of the Program Adviser.

CH 581

Cultural Heritage Internship

Units: 1.5

A placement in a cultural heritage management 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

Seminar

Units: 1.0

Grading: INP, COM, N, F.

CHEM 510

Instrumentation

Units: 1.5

CHEM 511

Topics in Instrumental Analysis

Units: 1.5

CHEM 521

Advanced Inorganic Chemistry

Units: 1.5

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, bioin-
## COURSE LISTINGS

**Research Tools and Special Topics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 523</td>
<td>Organometallic Chemistry</td>
<td>1.5</td>
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<tr>
<td>CHEM 525</td>
<td>Advanced Transition Metal Chemistry</td>
<td>1.5</td>
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<tr>
<td>CHEM 526</td>
<td>Topics in Advanced Inorganic Chemistry</td>
<td>1.5</td>
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<tr>
<td>CHEM 527</td>
<td>Advanced Main Group Chemistry</td>
<td>1.5</td>
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<tr>
<td>CHEM 533</td>
<td>Organic Synthesis</td>
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<tr>
<td>CHEM 536</td>
<td>Organic Photochemistry/Reactive Intermediates</td>
<td>1.5</td>
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<tr>
<td>CHEM 537</td>
<td>Biological and Medicinal Chemistry</td>
<td>1.5</td>
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<td>CHEM 538</td>
<td>Supramolecular Chemistry</td>
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<tr>
<td>CHEM 547</td>
<td>Reaction Dynamics and Spectroscopy</td>
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<td>CHEM 550</td>
<td>Chemical Applications of Group Theory</td>
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<td>CHEM 555</td>
<td>Statistical Thermodynamics</td>
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<td>CHEM 556</td>
<td>Topics in Advanced Physical Chemistry</td>
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<tr>
<td>CHEM 560</td>
<td>Research Tools and Special Topics</td>
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<tr>
<td>CHEM 577</td>
<td>Computational Chemistry</td>
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<tr>
<td>CHEM 590</td>
<td>Directed Studies</td>
<td>0.5-3.0</td>
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<tr>
<td>CHEM 599</td>
<td>MSc Thesis</td>
<td>12.0</td>
</tr>
<tr>
<td>CHEM 633</td>
<td>Topics in Advanced Organic Chemistry</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Directed Studies**

- CHEM 599: MSc Thesis
  - Units: 12.0
  - Grading: INP, COM, N, F

**CHEM 634** Physical Organic Chemistry

**CHEM 645** Advanced Electrochemistry

**CHEM 646** Surface Science

**CHEM 647** Materials Science

**CHEM 670** Property-Directed Synthesis Discussion

**CHEM 676** Polymer Science

**CHEM 680** Reactivity, Dynamics and Spectroscopy Discussion

**CHEM 693** PhD Candidacy Examination

**CHEM 699** PhD Dissertation

**CSC 505** Computer Graphics

**CSC 510** Advanced Human-Computer Interaction

**CSC 511** Information Visualization

**CSC 520** Analysis of Algorithms

**CSC 522** Graph Algorithms

**CSC 523** Randomized Algorithms

**CSC 524** Computational Complexity

**CSC 525** Computational Biology Algorithms

**CSC 526** Computational Geometry

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**Note:** Credit will be granted for only one of 521, 524, 526 (if taken in the same topic).

**CHEM 599**

**Units:** 1.5

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

**CHEM 633**

**Units:** 1.5

**Note:** Pro Forma required. May be taken more than once for credit.

**CHEM 645**

**Units:** 1.5

**CHEM 646**

**Units:** 1.5

**CHEM 647**

**Units:** 1.5

**CHEM 670**

**Units:** 1.5

**CHEM 676**

**Units:** 1.5

**CHEM 680**

**Units:** 1.5

**CHEM 693**

**Units:** 3.0

**CHEM 699**

**Units:** 36.0-39.0

**CSC 505**

**Units:** 1.5

**CSC 510**

**Units:** 1.5

**CSC 520**

**Units:** 1.5

**CSC 522**

**Units:** 1.5

**CSC 523**

**Units:** 1.5

**CSC 524**

**Units:** 1.5

**CSC 525**

**Units:** 1.5

**CSC 526**

**Units:** 1.5

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**Note:** Credit will be granted for only one of 521, 524, 526 (if taken in the same topic).

**CHEM 599**

**Units:** 1.5

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

**CHEM 633**

**Units:** 1.5

**Note:** Pro Forma required. May be taken more than once for credit.

**CHEM 645**

**Units:** 1.5

**CHEM 646**

**Units:** 1.5

**CHEM 647**

**Units:** 1.5

**CHEM 670**

**Units:** 1.5

**CHEM 676**

**Units:** 1.5

**CHEM 680**

**Units:** 1.5

**CHEM 693**

**Units:** 3.0

**CHEM 699**

**Units:** 36.0-39.0

**CSC 505**

**Units:** 1.5

**CSC 510**

**Units:** 1.5

**CHEM 599**

**Units:** 1.5

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

**CHEM 633**

**Units:** 1.5

**Note:** Pro Forma required. May be taken more than once for credit.

**CHEM 645**

**Units:** 1.5

**CHEM 646**

**Units:** 1.5

**CHEM 647**

**Units:** 1.5

**CHEM 670**

**Units:** 1.5

**CHEM 676**

**Units:** 1.5

**CHEM 680**

**Units:** 1.5

**CHEM 693**

**Units:** 3.0

**CHEM 699**

**Units:** 36.0-39.0

**PhD Dissertation**

**Pre- or corequisites:** 693.

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

**CSC 505**

**Units:** 1.5

**CSC 510**

**Units:** 1.5

**CHEM 693**

**Units:** 3.0

**CHEM 699**

**Units:** 36.0-39.0

**PhD Dissertation**

**Pre- or corequisites:** 693.

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

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**PHD Candidacy Examination**

Students enrol in CHEM 693 concurrently with CHEM 699 until CHEM 693 is passed. If the candidacy examination cannot be completed until the following semester, an INP (in progress) grade will be entered.

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

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**Computer Science**

Department of Computer Science

Faculty of Engineering

**CSC 505** Computer Graphics

**CSC 510** Advanced Human-Computer Interaction

**CSC 511** Information Visualization

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**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.

**Graph Algorithms**

A detailed study, from the algorithmic point of view, of some tractable and intractable graph problems. Tractable problems covered include: path problems, spanning trees, network flows, matchings, planarity testing.

The theory of NP completeness is reviewed and applied to graph problems which are apparently intractable, e.g., the clique, independent set, vertex cover, Hamiltonian circuit, Travelling Salesman and colouring problems. Approximation and probabilistic solutions to the intractable problems are discussed.

Models of randomized and parallel computation and their associated complexity classes are outlined and examples of these kinds of algorithms for some graph problems are examined.

**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.

**Computational Complexity**

Elements of the theory of computational complexity. Topics covered include: the distinction between tractable and intractable problems; definitions 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 Logarithmic Space; probabilistic complexity classes; models of parallel computation; can all problems in P be effectively parallelized? Randomized parallel computation.

**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.

**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 Combinatorial Algorithms
Foci 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 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 530 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 531 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 532 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 533 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 534 Design and Analysis of Real-Time Systems
Fundamental issues in the design of real-time operating systems and application software. Typical topics include: hard real-time scheduling, interrupt driven systems, process communication and synchronization, language requirements for real-time systems, decomposition of real-time requirements into process model, and case studies. A project involving design, implementation and testing of a real-time executive and real-time application software will also be included.

Note: Not open to students registered in or with credit in 460.

CSC 535 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.

Note: Not open to students registered in or with credit in 460.

CSC 536 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 reconciliation problem, and finally case studies of some of the more significant distributed systems.

CSC 537 Data Compression
Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modeling methods, transform-based compression methods based on discrete cosines and wavelets, and fractal compression; standard compression methods including JBIG, JPEG, and MPEG.

CSC 538 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, process algebras; verification techniques such as simulation and model checking; verification using existing research tools. Case studies will be taken from coordination protocols, controller design, communication and security protocols, hardware and user interface design.

CSC 539 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, 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 multicompute, and pedagogy for concurrency in modern curriculum.

CSC 540 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 541 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.
COURSE LISTINGS

CSC 578A  Units: 1.5  
Formerly: 578  
Topics in Software Applications  
Notes: - Credit will be granted for only one of 578, 578A, 578B, 578C, 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 578, 578A, 578B, 578C, 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 578, 578A, 578B, 578C, 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 578, 578A, 578B, 578C, 578D (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 581, 581A, 581B, 581C, 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 581, 581A, 581B, 581C, 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 581, 581A, 581B, 581C, 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 581, 581A, 581B, 581C, 581D (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 582, 582A, 582B, 582C, 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 582, 582A, 582B, 582C, 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 582, 582A, 582B, 582C, 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 582, 582A, 582B, 582C, 582D (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 583, 583A, 583B, 583C, 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 583, 583A, 583B, 583C, 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 583, 583A, 583B, 583C, 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 583, 583A, 583B, 583C, 583D (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 584, 584A, 584B, 584C, 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 584, 584A, 584B, 584C, 584D (if taken in the same topic).  
- May be taken more than once for credit in different topics with permission of the department.

CSC 584C  Units: 1.5  
Formerly: 584  
Topics in Numerical Analysis and Operations Research  
Notes: - Credit will be granted for only one of 584, 584A, 584B, 584C, 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 584, 584A, 584B, 584C, 584D (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 585, 585A, 585B, 585C, 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 585, 585A, 585B, 585C, 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 585, 585A, 585B, 585C, 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 585, 585A, 585B, 585C, 585D (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 586, 586A, 586B, 586C, 586D, 586E, 586F (if taken in the same topic).  
- May be taken more than once for credit in different topics with permission of the department.
General Topics in Computer Science
Formerly: 589
Notes: - Credit will be granted for only one of 586, 586A, 586B, 586C, 586D, 586E, 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 586, 586A, 586B, 586C, 586D, 586E, 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 586, 586A, 586B, 586C, 586D, 586E, 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 586, 586A, 586B, 586C, 586D, 586E, 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 586, 586A, 586B, 586C, 586D, 586E, 586F (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 589, 589A, 589B, 589C, 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 589, 589A, 589B, 589C, 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 589, 589A, 589B, 589C, 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 589, 589A, 589B, 589C, 589D, (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.
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.

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.
Note: A student in the Program may substitute POLI 590 or SOCI 590 for CSPT 590, with permission of the Director of the Program.

CSPT 691
Units: 1.5
Advanced Topics in Cultural, Social and Political Thought
An interdisciplinary PhD Seminar on selected topics in Cultural, Social and Political Thought.
Note: Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit with permission of the Director of the Program. Open to PhD students in Social Sciences or Humanities with permission of the Director of the Program.

CSPT 690
Units: 1.5
Contemporary Cultural Social and Political Thought I
A continuation of 591, 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 691
Units: 1.5
Contemporary Cultural Social and Political Thought II
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.

CSPT 500
Units: 1.5
Topics in Cultural, Social and Political Thought
An interdisciplinary seminar on topics such as language and social theory, tradition and modernity, democracy and freedom, global order and disorder, structuralism and post-structuralism, feminism and Marxism.
Note: Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit. Open to MA or PhD students in Social Sciences or Humanities with permission of the Director of the Program.

CSPT 501
Units: 1.5
Contemporary Cultural Social and Political Thought I
An exploration of contemporary themes and issues in cultural, social and political thought. The emphasis will be on relating currents of thought in various disciplines to one another and exploring 20th and 21st century thinkers whose influence has transcended cultural and disciplinary boundaries.

CSPT 502
Units: 1.5
Contemporary Cultural Social and Political Thought II
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.

CSPT 503
Units: 1.5
Qualitative Research Methods in Child and Youth Care
This course provides an overview of approaches to qualitative research that are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design, compare and apply a range of methodological approaches, and practice techniques for collecting and analyzing qualitative data.

CSPT 504
Units: 1.5
History 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.

CSPT 505
Units: 1.5
Qualitative Research Methods in Child and Youth Care
This course provides an overview of approaches to qualitative research that are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design, compare and apply a range of methodological approaches, and practice techniques for collecting and analyzing qualitative data.

CSPT 506
Units: 1.5
History 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.

CSPT 507
Units: 1.5
Qualitative Research Methods in Child and Youth Care
This course provides an overview of approaches to qualitative research that are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design, compare and apply a range of methodological approaches, and practice techniques for collecting and analyzing qualitative data.

CSPT 508
Units: 1.5
History 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.

CSPT 509
Units: 1.5
Qualitative Research Methods in Child and Youth Care
This course provides an overview of approaches to qualitative research that are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design, compare and apply a range of methodological approaches, and practice techniques for collecting and analyzing qualitative data.
### COURSE LISTINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 545</td>
<td>1.5</td>
<td>Quantitative Research Methods in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 546</td>
<td>1.5</td>
<td>Human Change Processes: From Theory to Practice</td>
</tr>
<tr>
<td>CYC 547</td>
<td>1.5</td>
<td>Professional Leadership in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 549</td>
<td>1.5</td>
<td>Program Design and Development in Child and Youth Care</td>
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<td>CYC 551</td>
<td>1.5</td>
<td>Ensuring Quality in Child and Youth Care Programs</td>
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<td>CYC 552</td>
<td>1.5</td>
<td>Ethics in Practice</td>
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<td>CYC 553</td>
<td>1.5</td>
<td>Practicum in Child and Youth Care</td>
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<td>CYC 554</td>
<td>1.5</td>
<td>Diversity in Practice</td>
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<td>CYC 555</td>
<td>1.5</td>
<td>Graduate Writing Seminar</td>
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<td>CYC 556</td>
<td>1.5</td>
<td>Special Topics in Child and Youth Care Theory</td>
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<td>CYC 557</td>
<td>1.5</td>
<td>Special Topics in Child and Youth Care Intervention</td>
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<tr>
<td>CYC 558</td>
<td>1.5</td>
<td>Specialized Practicum in Child and Youth Care</td>
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<tr>
<td>CYC 559</td>
<td>1.5</td>
<td>Child and Adolescent Development in Context</td>
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<tr>
<td>CYC 560</td>
<td>1.5</td>
<td>Child and Youth Care in the Context of International Development</td>
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<tr>
<td>CYC 561</td>
<td>1.5</td>
<td>Implementing the UN Convention on the Rights of the Child</td>
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<td>CYC 562</td>
<td>1.5</td>
<td>Program Evaluation and Policy in Child and Youth Care</td>
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<td>CYC 563</td>
<td>1.5</td>
<td>Human and Organizational Change</td>
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<td>CYC 564</td>
<td>1.5</td>
<td>Youth Substance Use: Perspectives on Theory, Research and Practice</td>
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<td>CYC 565</td>
<td>1.5</td>
<td>Research and Practice</td>
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<td>CYC 566</td>
<td>1.5</td>
<td>Special Topics in Child and Youth Care Research</td>
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<td>CYC 567</td>
<td>1.5</td>
<td>Implementing the UN Convention on the Rights of the Child</td>
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<td>CYC 568</td>
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<td>Program Evaluation and Policy in Child and Youth Care</td>
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<td>CYC 569</td>
<td>1.5</td>
<td>Human and Organizational Change</td>
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<tr>
<td>CYC 571</td>
<td>1.5</td>
<td>Youth Substance Use: Perspectives on Theory, Research and Practice</td>
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</tbody>
</table>

**Notes:**
- Some courses may have prerequisites or co-requisites.
- Students are required to complete a minimum of 165 hours for credit.
- Students may be required to complete a specialized practicum in their area of specialization.
- Grading may vary depending on the course.
- Students are required to complete a minimum of 300 hours (3.0 units) for credit in different topics.

**Units:** 1.5 or 3.0
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 bi-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.
Prerequisites: Advanced child development course work, e.g., 2 upper-level undergraduate child development courses or 1 graduate-level child development course.

CYC 590 Units: 1.5 or 3
Directed Studies in Child and Youth Care
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and School of Child and Youth Care graduate adviser prior to registering in the course.
Note: May be taken more than once for credit in different topics.

CYC 598 Units: 6.0
Applied Research Project
Students will undertake an applied research project which could, for example, include: (1) program development, (2) program needs assessment, (3) development of an assessment tool/protocol for clients, (4) evaluation of an existing program, (5) cost-benefit analysis of program models, or (6) secondary analysis of existing agency data. The research project should be developed in consultation with the student's supervisory committee.
Grading: INP, COM, N, F.

CYC 599 Units: 6.0
Thesis
Specialized research on a topic chosen in consultation with the student's supervisory committee. The thesis should be an original piece of research that would be suitable for publication in a professional journal or presentation at a professional meeting.
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 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.
Prerequisites: 3 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.

CYC 645 Units: 1.5
Quantitative Research in Child and Youth Care
Students will be exposed to an in-depth exploration and application of specific quantitative methods for studying issues related to child and youth care. Examples of possible foci include secondary analyses, quantitative approaches when working with small sample sizes, research on clinical practice, and program evaluation.
Prerequisites: 3 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.

CYC 671 Units: 1.5
Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
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.
Prerequisites: 641.

CYC 680 Units: 1.5 or 3.0
Doctoral Seminar in Child and Youth Care
Builds a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry.
Note: May be taken more than once for credit to a maximum of 6 units.
Prerequisites: Enrolment in a doctoral program.

CYC 682A Formerly: CYC 682A
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 Formerly: CYC 682B
Practice Internship in Child and Youth Care
A practice Internship provides opportunities for the student to be actively involved and supervised in a practice setting. Practice settings may include teaching environments, face to face counselling settings, international contexts, or work in policy development with a specific Ministry. Normally students will work for 10 hours per week for a maximum of 150 hours. In addition, students will meet with the practicum coordinator throughout the term.
Note: Learners may not be paid for work on this research project during the time that they are undertaking the practicum course for university credit.
Grading: INP, COM, N, F.

CYC 690 Units: 1.5 or 3.0
Directed Studies in Child and Youth Care
Individual study at the doctoral level under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and School of Child and Youth Care graduate adviser prior to registration in the course.
Note: Pro Forma is required for registration. May be taken more than once for credit in different topics.

CYC 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 PhD Dissertation
Prerequisites: 693.
Grading: INP, COM, N, F.

DR Dispute Resolution
School of Public Administration
Faculty of Human and Social Development

DR 501 Units: 1.5
Conflict Skills and Analysis
Conflict is pervasive and conflict-related competency is critical for success in the workplace. This foundational course applies conflict theories and explores the dynamics of conflict between individuals and in organizations and communities. Students will examine their conflict attitudes and beliefs, develop communication skills, conduct conflict analyses, and practice a range of collaborative decision making strategies used in negotiation. This course is highly participatory and encourages self-awareness and understanding through case studies and role plays.

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
Examines a range of contemporary issues of governance. Focuses on the interaction of legislative, judicial, and administrative institutions and processes as they respond to such pressures as the demand for enhanced representation; public participation and direct democracy; access to justice and alternative dispute resolution; aboriginal self government; fiscal restraint; public accountability; and ethics.
Note: Credit will be granted for only one of 503, LAW 372.

DR 505 Units: 1.5
Foundational Theories for Dispute Resolution
A theoretical basis for the study of conflict. Students learn to articulate and question how their view of reality, human nature, values, change processes,
and human relationships guide and shape our understandings of conflict. Students develop skills in critical thinking; analyzing and articulating the assumptions underlying various conflict theories; applying various theoretical lenses to specific conflict situations and articulating the difference each theory makes to the results of analysis.

DR 506  
**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 506 and 510 (if taken in the same topic).  
**Prerequisites:** 501.

DR 507  
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  
**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 peoples, including the examination of historical factors, dynamics of power, and cross-cultural factors.  
**Prerequisites:** 501 and 502 or permission of the department.

DR 510  
**Special Topics in Dispute Resolution**  
A study of selected special topics in Dispute Resolution drawn from the current literature and practice.  
**Note:** May be taken more than once for credit in different topics.  
**Prerequisites:** Determined in consultation with the department.

DR 511  
**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.  
**Prerequisites:** Recommended that students take all other required DR courses before this course.

DR 512  
**Professional Ethics and Reflective Practice**  
Engages participants in reflective exploration of the dynamic interdependence of theory and practice. In light of multi-disciplinary literature and case studies, participants consider various ethical frameworks and then reflect on their experiences of conflict assessment, action, intervention, post-intervention evaluation, meaning-making, theory-building, and integrative practice. Literature includes works on reflective practice, evaluation, and ethics of intervention and decision making.  
**Prerequisites:** Recommended that students take 501, 502, 503, and 505 before taking this course.

DR 515  
**Research Methods**  
Provides participants with information and tools they need to begin to design their thesis or project. Using their potential thesis or project topics, participants will engage in study of research paradigms; the role of theory; research ethics; appropriate quantitative and qualitative methodologies, with an emphasis on case study; and research methods, including interviewing.  
**Prerequisites:** Recommended that students take 501, 502, 503 and 505 before taking this course.

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 resumes and covering letters, interviewing, networking, job development, managing diversity. Attendance at this non-credit course is required for all MADR students.  
**Notes:**  
- Offered in the September to December academic term only.  
- Credit will be granted for only one of 589, ADMN 589.  
**Grading:** INC, COM, N, F.

DR 590  
**Directed Studies**  
Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.  
**Note:** May be taken more than once for credit in different topics.

DR 598  
**Master’s Project**  
The non-thesis option requires students to complete a major project in consultation with the student’s supervisor and the Graduate Adviser. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. It will have a practical application and is generally prepared in consultation with a client, as well as the supervisor. A written project report will be prepared and submitted to an oral examination committee.  
**Grading:** INC, COM, N, F.

DR 599  
**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:** INC, COM, N, F.

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### ECON  
**Department of Economics**  
**Faculty of Social Sciences**

**ECON 500**  
**Microeconomic Analysis**  
An introduction to microeconomic 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**  
**Monetary Theory and Policy**  
The examination of selected contributions to contemporary monetary theory and policy, and their relationship to macroeconomics.

**ECON 510**  
**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**  
**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**  
**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**  
**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 523, 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.

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 550, 540A.

ECON 552  
Units: 1.5  
Macroeconomic Issues  
An exploration of contemporary macroeconomic issues using advanced modelling techniques. Topics may include: search and matching theory; unemployment; endogenous innovation; worker displacement due to technological change; the macroeconomic implications of imperfect competition; international macroeconomics; multiple equilibria; coordination; stability; inflation; and finance issues.

ECON 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 699  
Units: 21.0  
Dissertation  
Grading: INP, COM, N, F.
### Course Listings

#### ED-D

**Educational Psychology and Leadership Studies**

**Department of Educational Psychology and Leadership Studies**

**Faculty of Education**

*Courses marked with an * are subject to Senate approval.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Title</th>
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</thead>
</table>
| ED-D 500 | 1.5 | **Learning Principles**
| ED-D 501 | 1.5 | **Theory of Measurement**
| ED-D 502 | 1.5 | **Seminar in Educational Evaluation**
| ED-D 503 | 1.5 | **Program Development and Evaluation**
| ED-D 504 | 1.5 | **Basic Concepts in Human Development**
| ED-D 505 | 1.5 | **Topics in Human Development**

**ED-D 500**

**Learning Principles**

A survey of the literature on commonly stated principles of instrumental and classical conditioning, generalization, transfer, and retention.

**ED-D 501**

**Theory of Measurement**

A study of the main psychometric theories, concepts and procedures associated with the development and analysis of educational and psychological measurement, and the application of these to the development and use of tests in educational and research situations.

**ED-D 502**

**Seminar in Educational Evaluation**

Advanced topics in educational evaluation including curriculum evaluation, teacher evaluation, grading and reporting.

**ED-D 503**

**Program Development and Evaluation**

An examination of the issues, practices, and methods of program evaluation at the institutional, organizational, and classroom levels.

**ED-D 504**

**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 505**

**Topics in Human Development**

This rotating series of courses expands on content areas and developmental periods surveyed in 504.

**506A - 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.

**506B - 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.

**506C - 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.

**506D - 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**

**Theories of Learning**

A survey of psychological interpretations of learning, comparing modern Behaviourist and Cognitive approaches; historical perspective also given.

**ED-D 509**

**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**

**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 514, 591 if taken in the same topic.
- Restricted to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by permission of the department.

**Prerequisites:** 518 and 522 or students who have counselling or related background.

**ED-D 515**

**Advanced Assessment in Special Education**

An intensive course specializing in Level B assessment techniques and intervention-based academic assessment methods, including curriculum-based measurement, to support the educational programming of students with special needs.

**Prerequisites:** 420 or 422 and 402 or 415 or permission of the department.

**ED-D 516**

**Advanced Intervention in Special Education**

An intensive course specializing in academic interventions for students with special needs. Intervention design, implementation, and monitoring will be involved within the context of special education service delivery.

**Prerequisites:** 515 or permission of the department.

**ED-D 518**

**Advanced Seminar in Theories of Counselling Psychology**

Contemporary theories and approaches to counselling and psychotherapy for individuals, couples, and families across the lifespan.

**Notes:**
- This course is open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by permission of the department.

**ED-D 519**

**Advanced Seminars in Counselling Psychology**

<table>
<thead>
<tr>
<th>519A - Child and Adolescent Development and Counselling</th>
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<tbody>
<tr>
<td>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.</td>
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</table>

**519C - Ethics and Legal Issues in Counselling**

An examination of professional, ethical, and legal issues related to practice and research in counselling. Personal beliefs, values, and biases will be examined, as well as the professional codes and literature of the discipline.

**519D - Creative Arts Therapy**

The study and practice of creative and artistic approaches to counselling. Specific focus may include counselling using art, movement, writing, play, drama, and bibliotherapy.

**519E - Cognitive-Behavioural Approaches in Counselling**

The study and practice of cognitive-behavioural counselling strategies for helping individuals meet their emotional, cognitive and behavioural goals. May include self-control strategies such as relaxation training, systematic desensitization, cognitive restructuring, problem solving, stress inoculation, and modelling.

**519G - Relationship Counselling**

The study and practice of counselling methods designed to repair, build, and enhance relationships. Potential clients include couples, family members, teachers-pupils, and co-workers. Organized around, but not limited to, the Bernard Guerney model of relationship enhancement.

**519H - Career Development and Counselling Across the Lifespan**

Lifespan and career development as a dynamic and holistic enterprise. Theories and techniques of career development, assessment, and consultation are explored. The practice of career counselling for diverse populations including work-related issues.

**519J - Peer Helping**

Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.

**519K - Consultation in Education and Counselling**

Examines the provision of information, support and skill development to those who provide direct services in schools and the community. Skill practice included.

**519L - Group Counselling**

The conceptualization and practice of group counselling and therapy. Leadership skills will be examined. Particular attention will be given to leadership skills and exploring the foundation and application of experiential learning in groups.

**519N - Diversity, Culture, and Counselling**

Theory and practice of counselling diverse clientele. Specific emphasis on awareness, knowledge and strategies for developing cultural competencies.

**519P - Trauma Counselling**

Theoretical and practical understanding of issues related to treatment of psychological trauma. Topics typically include definitions, safety/stabilization, symptoms, disorders, assessment/diagnosis and outcomes.

**Notes:**
- Credit will not be given for both 519P and 591.
- These courses are open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by 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 repeated; however, only the first occasion contributes to the required elective credits.

Grading: INP, COM, N, F.

ED-D 521 Units: 1.5
Theory and Practice in Family Counselling
Theoretical approaches and intervention strategies related to family counselling with diverse clientele. Through discussion, experiential activities, and role playing, students will become familiar with current concepts and techniques.

Note: This course is open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by permission of the department.

Prerequisites: 522 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.

Notes: - Can be taken more than once until practicum hourly requirements are met.

- This course is open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by permission of the department.

Corequisites: 518 and 519N or 519C and 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: - Can be taken more than once until practicum hourly requirements are met. Enrolment is limited due to availability of placements. Normally limited to a maximum of 3 units of credit.

- This course is open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology, or by permission of the department.

Prerequisites: 522.

Grading: INP, COM, N, F.

ED-D 524 Units: 1.5
Facilitation of Counselling Practicum
Preparation for future work as trainer, facilitator, or instructor through practice in facilitating 414 or 417 under the supervision of course instructor. Integration of theory and practice of helping, development of skills through modelling, observing, and coaching, enhancement of relationship and group processes.

Note: May be taken more than once to include facilitation practicum with both a 414 and 417 instructor. This course is open only to students who have been admitted to the MA or MEd degree program in Counselling Psychology. Normally limited to a maximum of 3 units. Cannot be used to fulfill elective requirements for program.

Grading: INP, COM, N, F.

ED-D 531 Units: 1.5 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 531, ED-B 531.

ED-D 532A Units: 1.5
Formerly: part of 532
Educational Program Leadership
Models for program design and review range from external, objective-based processes to participatory action research. Examines issues of implementation, collaboration, accountability, inclusiveness and responsiveness to community. Offers practical experiences in a range of evaluative methods.

Note: Credit will be granted for only one of 532A, 532, ED-B 532.

ED-D 532B Units: 1.5
Formerly: part of 532
Advanced Theories in Educational Program Leadership
Provides an opportunity to explore educational program design, implementation and assessment through the examination of specific case studies, with a focus on BC education.

Note: Credit will be granted for only one of 532B, 532, ED-B 532.

ED-D 533 Units: 1.5
Concepts and Theories of Leadership in Learning Contexts
533A - Politics in Organizations
An examination of politics in educational and related organizations: concepts of influence, authority, power, and control; frameworks for analyzing and understanding politics and policy; actors and agendas; interest and pressure groups; conflict and conflict resolution; the interface of leadership and politics; implications for governance and administrative practice.

Note: Credit will be granted for only one of 533A, 533A.

533B - 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 533B, ED-B 533B.

533C - Servant Leadership
An inquiry into the philosophy of servant-leadership as a vehicle for the development of moral leadership in democratic, caring, serving institutions with an investment in the common good.

Note: Credit will be granted for only one of 533C, 591 (if taken in the same topic).

533D - Leadership
An examination of general leadership concepts, and practices as they apply to educational institutions, other workplaces, organizations and the community.

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 537A, ED-B 537A.

537D - Instructional Supervision
Through an analysis of literature in leadership, communication, change and activation, as well as through an analysis of classroom observation techniques, the development of rational organizational patterns of supervision for educational administrators.

Note: Credit will be granted for only one of 537D, ED-B 537D.

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 537G, ED-B 537G.

537H - Educational Planning
A review of the concepts, approaches and actual practice of educational planning of both macro and micro levels of activity. New features of planning will be examined for improving the design or policies and the operational procedures of educational organizations.

Note: Credit will be granted for only one of 537,
Course Listings

ED-D 537H
Note: May be taken once for credit in each of the areas listed above.

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 inequality; justice 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 538A, 538B, 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 538A, 538B, 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 539B, 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 540, 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 541, 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-followship philosophy in all formal educational and community organizations. Servant Leadership-followship 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 542, 533C, 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 561A, 561B, 591 (if taken in the same topic).

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 598 project within the two-term 3.0 unit allotment.
Prerequisites: Students must complete 7.5 units before registering in 561B.
Corequisites: Students must take 561B and 598 concurrently.

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.
Prerequisites: 560 or equivalent.

ED-D 563 Units: 1.5
Qualitative Research Methods
Introduction to various modes of qualitative inquiry; to advance understanding of and competence in undertaking research so that they wish to become better readers and consumers of research.
Note: Credit will be granted for only one of 563, 519B (if taken in the same topic).

ED-D 567 Units: 1.5
Case Study and Mixed Method Research
Designed to provide students with an understanding of case study and mixed method research designs and experience in critically evaluating research that has been conducted using these methodologies.

Topics include single case experimental designs, data collection techniques, article and human subject application preparation, reliability and validity considerations, data evaluation procedures, and the critical review of the application of the various designs discussed.

ED-D 568 Units: 1.5
Formerly: 566A
Seminar in Special Education: Program, Practices and Policies
A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, and ethical and policy issues.
Note: Credit will be granted for only one of 568, 566A.

ED-D 569 Units: 1.5
Formerly: 566B
Seminar in Special Education: Current Issues, Research and Applications
A consideration of present trends and other topical issues affecting individuals with special educational needs. Students select from a wide array of topics to determine course content. Examples include health related issues, behaviour management, multiculturalism, juvenile offenders, school leavers and repeaters, death and loss, abuse and violence, technological shifts, links to the community and personal preparation.
Note: Credit will be granted for only one of 569, 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 and environments.
Notes:
- Students who complete this course may be eligible to apply for a lab instructor position for ED-D 101 (Learning Strategies for University Success).
- Credit will be granted for only one of 570, 591 (if taken in the same topic).

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 571, 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. Consent must be obtained from the program advisor or supervisor as well as the instructor supervising the directed studies course. Pro Forma is required for registration.

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.

591A - Selected Topics in Learning and Development
591B - Selected Topics in Measurement and Evaluation
591C - Selected Topics in Special Education
591D - Selected Topics in Counselling
591E - Selected Topics in Leadership Studies

Note: May be taken more than once for credit in different topics.

ED-D 597 Units: 1.5
Comprehensive Examination - Educational Psychology and Leadership Studies
A required element of all MED programs. Typically held within one month of completion of all course work. Examination format may be either written or oral, as decided upon by the program supervisor in consultation with the candidate. Areas of examination and examiners are established by each program area (counselling, educational psychology, special education, leadership studies).
Grading: INP, COM, N, F.

ED-D 598 Units: to be determined
Project - Educational Psychology and Leadership Studies
Evidence of independent research work in the form of a project, extended paper(s), work report, etc., as determined within the department. Planned and carried out with a project supervisor.
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.
Notes: - This course is open only to students enrolled in the Graduate Certificate in Learning and Teaching in Higher Education (LATHE). 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.

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.
Note: Restricted to students in the Graduate Certificate in Learning and Teaching in Higher Education (LATHE).
Prerequisites: EDCL 560 or ED-D 600
Grading: INC, 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.
Prerequisites: 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.
Note: This course is open to all Graduate Students.

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.
Notes: - May be taken more than once for credit with approval of the student’s supervisory committee.
- This course is available to Masters and Doctoral students.
Grading: INP, COM, N, F.

ED-D 617 Units: to be determined
Internship in Counselling Psychology
Field work and advanced practical experience under supervision for doctoral candidates specializing in counselling psychology.
Note: May be taken more than once for credit with approval of the student’s supervisory committee.
Grading: INP, COM, N, F.

ED-D 618 Units: to be determined
Doctoral Seminars in Counselling Psychology
The doctoral seminars are organized around professional studies in counselling; counselling theory and techniques; group procedures and processes; areas of critical life choice; professional identification; ethics; and research in counselling. The seminars may be taken more than once for credit, providing the course content differs, by doctoral candidates upon consultation with the student’s supervisory committee. The specific content of each area will be designated prior to registration.

ED-D 619 Units: 1.5
Counselling Supervision: Theories and Practice
Theoretical knowledge, conceptual understanding, and competencies in counselling supervision. Normally students gain direct experience in academic courses (e.g., 417) and graduate counselling courses in supervised practice, counselling services, or other approved settings. Course topics include supervision research, theoretical issues, skill development, diverse supervision approaches, professional supervisory role, and ethical issues.
Notes: - By individual arrangement for doctoral students with a graduate counselling degree.
- Normally limited to a maximum of 3 units of credit.
- Credit will be granted for only one of 619, 590, 690 (if taken in the same topic).
Grading: INP, COM, N, F.

ED-D 620 Units: 1.5
Educational Psychology: Doctoral 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.

apprenticeship typically involves a range of activities including organization and training of research assistants, submission of an ethics application, management of research databases, data analysis, and preparation and submission of materials for publication and/or presentation.
Note: May be repeated; however, only the first 1.5 units of credit can count toward the required elective credits.
Prerequisites: Approval of the student’s academic supervisor.
Grading: INP, COM, N, F.

ED-D 660 Units: 3.0
Doctoral Seminar in Contemporary Issues in Educational Psychology
A seminar for doctoral students examining contemporary issues in educational psychology. Attention is also given to guidelines for scholarly and professional practice.

ED-D 690 Units: to be determined
Advanced Directed Studies in Educational Psychology
These individual reading and study courses are designed by students in collaboration with an instructor to provide intensive study in an area of interest to the student.
Note: May be taken more than once for credit in different topics. Consent must be obtained from the programme advisor or supervisor as well as the instructor supervising the directed studies course. Pro Forma is required for registration.

ED-D 691 Units: 1.5 or 3.0
Advanced Special Topics in Educational Psychology
The content of these courses varies depending upon student interests and faculty areas of expertise. Courses often focus on timely issues and topics in the field.
Note: May be taken more than once for credit in different topics.

ED-D 693 Units: 3.0
Doctoral Candidacy Exam in Educational Psychology
PhD students write candidacy examinations in research methodology and in their area of focus within educational psychology. The format will consist of two written papers followed by an oral examination. In the oral examination, the candidate will be examined in both research methodology and his/her area of focus. 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
Prerequisites: 693
Grading: INP, COM, N, F.
EDCI 500A Units: 1.5  
Advanced Seminar in Music Education I  
Historical and philosophical foundations of music education and their impact on music curriculum.  
Note: Credit will be granted for only one of 500, ED-A 552.

EDCI 500B Units: 1.5  
Advanced Seminar in Music Education II  
The study of music education methodologies and their impact on music curriculum.  
Note: Credit will be granted for only one of 500, ED-A 552.

Prerequisites: 500A.

EDCI 501 Units: 1.5  
Formerly: ED-A 550  
Research and Evaluation in Music Education  
Students are introduced to the various research methods used in music education. Evaluation in music education at all levels is included.  
Note: Credit will be granted for only one of 501, ED-A 550.

EDCI 503 Units: 2.0  
Formerly: ED-A 520  
Jazz Arranging  
Exposure to and experience with various arranging techniques, and participation in the jazz ensemble.  
Note: Credit will be granted for only one of 503, ED-A 520.

EDCI 504 Units: 2.0  
Formerly: ED-A 521  
Jazz Repertoire Analysis and Rehearsal Techniques  
A study of jazz performance techniques and literature, applications to education, and participation in the jazz ensemble.  
Note: Credit will be granted for only one of 504, ED-A 521.

EDCI 505 Units: 1.5  
Formerly: 505A and 505B  
Curriculum in Music Education  
Contemporary theory, research, trends and issues in school music curricula.  
Note: Credit will be granted for only one of 505, 505A, 505B, ED-A 540, 541.

EDCI 506A Units: 1.5  
Formerly: 506  
Pedagogical Issues in Music Education: Contemporary Music  
A variable content course focusing on contemporary approaches to music education.  
Note: Credit will be granted for only one of 506A, 506.

EDCI 506B Units: 1.5  
Formerly: 506  
Pedagogical Issues in Music Education: World Music  
A variable content course focusing on contemporary approaches to music education.  
Note: Credit will be granted for only one of 506B, 506.

EDCI 507A Units: 1.5  
Musicianship I  
A study of the elements of music and developing musicianship through singing, listening, composing, movement, playing and reflecting.

EDCI 507B Units: 1.5  
Musicianship II  
Deepening musical understanding through production, perception and reflection in an in-depth project.

EDCI 509 Units: 1.5  
Formerly: ED-A 558A  
Development and Implementation of the Curriculum in Art  
Application of relevant theories and models to the design and development of school curricula in art.  
Note: Credit will be granted for only one of 509, ED-A 558A.

EDCI 510 Units: 3.0 Hours: 3-0  
Formerly: ED-A 570  
Research Issues and Studio Development in Art  
Review of contemporary art education research issues; development of a teaching creed and proposal; studio exploration linked to current instructional practice.

Note: Credit will be granted for only one of 510, ED-A 570.

EDCI 511 Units: 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 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 512 and 512A.

EDCI 512B Units: 1.5  
Formerly: half of 512  
Digital Presentation  
An extensive exploration of digital studio processes and presentation 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 512 and 512B.

EDCI 513 Units: 3.0  
Community Art Education  
Issues related to community art programs that play a role in sociocultural development and raising awareness about aesthetics.

EDCI 515 Units: 1.5  
Formerly: ED-B 515  
e-Research: Harnessing and Understanding Technology in Research  
A blended multi-media/research course that focuses on relevant issues involved in using information and communication technologies (ICT) and the Internet for research purposes. In addition to developing some foundational skills, students will learn about methods, techniques, as well as ethical and practical issues.

Note: Credit will be granted for only one of 515, ED-B 515.

EDCI 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 516, 542B, 542, 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 517, 542A, 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 518, 540A, 540, 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 519, 540B, 540, 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 520, ED-B 520.

EDCI 521 Units: 1.5  
Formerly: 521A and 521B  
Contemporary Educational Issues in Historical Perspective  
Historical examination of significant educational writings, the social context in which they were written, and their influence on contemporary educational issues. Special emphasis is placed on writings that illuminate themes of educational change and that
Illustrate the relationship between the character of a society and the nature of its educational institutions.

**Note:** Credit will be granted for only one of 521, 521A, 521B, ED-B 521A, ED-B 521B.

**EDCI 522**  
Units: 1.5  
Formerly: ED-B 522  
**Philosophy of Education Through Film and Other Media**

An exploration through film of various issues in the Philosophy of Education and how they relate to current educational practices and policies. Some of the issues that may be explored include: the moral dimensions of teaching; ethical problems in education; epistemology and critical thinking; aims and goals of education in a pluralistic society.

**Note:** Credit will be granted for only one of 522, ED-B 522.

**EDCI 523**  
Units: 1.5  
**Diverse Voices and Visions in Education**

An examination of diverse educational and cultural perspectives in education and ways of knowing not usually encompassed in other courses. Students will explore how these diverse perspectives shape, challenge, and enrich established educational methodologies.

**EDCI 524**  
Units: 1.5  
**Advanced Conducting**

Advanced professional development for the practicing music educator.

**Note:** Credit will be granted for only one of 524, 508A.

**EDCI 525**  
Units: 1.5  
**Planning for Effective Schools**

Today’s schools require effective team-based approaches to school accountability initiatives. Surveys the growing body of school effectiveness literature and assists school professionals to prepare and implement school effectiveness projects.

**EDCI 525A**  
Units: 1.5  
**Wind Conducting and Literature I**

Practical and theoretical approaches to wind conducting and literature for the practicing music educator.

**Note:** Credit will be granted for only one of 525A, 508B.  
**Prerequisites:** 524.

**EDCI 526A**  
Units: 1.5  
**Choral Conducting and Literature I**

Practical and theoretical approaches to choral conducting and literature for the practicing music educator.

**Note:** Credit will be granted for only one of 526B, 508B.  
**Prerequisites:** 524.

**EDCI 529**  
Units: 1.5  
**Wind Conducting and Literature II**

Further study of practical and theoretical approaches to instrumental conducting and literature for the practicing music educator.

**Note:** Credit will be granted for only one of 526A, 508C, 527.  
**Prerequisites:** 525A.

**EDCI 526B**  
Units: 1.5  
**Choral Conducting and Literature II**

Further study of practical and theoretical approaches to choral conducting and literature for the practicing music educator.

**Note:** Credit will be granted for only one of 526B, 508C.  
**Prerequisites:** 526B.

**EDCI 531**  
Units: 1.5  
Formerly: 531A and 531B  
**Critical Discourses in Curriculum Studies**

An exploration of the implications of modern thought and social trends on current concepts and practices of curriculum in formal and informal educational settings. Invites students to reflect on their own educational concepts and practices and to imagine new possibilities.

**Note:** Credit will be granted for only one of 531, 531A, 531B, ED-B 555A, 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 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 536, 543A, 543, 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 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 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 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 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 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.

548A - Language  
548B - Reading  
548C - English  

**Notes:** Credit will be granted for only one of 548, ED-B 558.  
- Students may enrol in more than one of the areas listed above at 1.5 units each.

**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 curriculum materials, professional interactions, and selection of teaching specialty areas.

**Note:** Credit will be granted for only one of 549, 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 550, ED-B 550.  
**Prerequisites:** A minimum of 1.5 graduate level units in early childhood education 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 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 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, kindergar ten, and primary-aged children in selected countries, with emphasis on the Pacific Rim.
Note: Credit will be granted for only one of 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 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 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 representational skills and competence in writing are developed. Includes analysis of research, methods and materials relevant to instruction in composition.
Note: Credit will be granted for only one of 556, 543B, 543, ED-B 543.

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. Contributions 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 559, ED-B 559.

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.

570A - Mathematics
570B - Science
570C - Social Studies
570D - Environmental Education

Notes: Credit will be granted for only one of 570, ED-E 540.
- Students may enrol in more than one of the areas listed above at 1.5 units each.

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.

571A - Mathematics
571B - Science
571C - Social Studies
571D - Geography
571E - History
571F - Environmental Education

Notes: Credit will be granted for only one of 571, ED-E 541.
- Students may enrol in more than one of the areas listed above at 1.5 units each.

EDCI 572 Units: 1.5
Formerly: ED-E 558
Development and Implementation of the Curriculum in a Specific Area
Application of relevant theories and models to the design and development of school curricula in a specified area.

572A - Mathematics
572B - Science
572C - Social Studies
572D - Geography
572E - History
572F - Environmental Education

Notes: Credit will be granted for only one of 572, ED-E 558.
- Students may enrol in more than one of the areas listed above at 1.5 units each.

EDCI 573 Units: 1.5
Formerly: ED-E 584
Mathematics Education for Exceptional Students
A compendium of diagnostic/assessment techniques in intervention/teaching strategies for the accommodation of students with special educational needs.
Note: Credit will be granted for only one of 573, ED-E 584.
Prerequisites: One of 424B, 459, ED-E 484, EDUC 422B or permission of the department.

EDCI 574 Units: 1.5
Formerly: ED-E 574
Environmental Education Perspectives
A multi-disciplinary approach to exploring goals for environmental and outdoor education; cultural differences in perceptions of community-environment relationships; the traditional ecological knowledge and wisdom of First Nations Peoples; current issues and trends; the research related to students' environmental knowledge, attitudes and values; teaching strategies; and assessment techniques. Selected field trips.
Note: Credit will be granted for only one of 574, ED-E 574.

EDCI 575 Units: 1.5
Formerly: ED-E 546
Global Education
Explores critical global issues through the strands of environment, development, peace and human rights. Pedagogical concerns vary with student interests and include values education, teaching controversial issues, and dealing with children's despair about the future.
Note: Credit will be granted for only one of 575, ED-E 546.

EDCI 577 Units: 1.5
Language in Learning Mathematics Technology and Science
The small but growing literacy research base in science, mathematics and social studies clearly indicates that language is both a means and an end to contemporary content literacy. Contemporary literacy comprises the abilities and habits of mind to construct understanding, the big ideas of the disciplines, and the communications to inform and persuade other people about these big ideas. Print-based language components of science literacy, numerical literacy and the reading-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, ethnomet hodology, and historical and philo-
sophistic approaches to the study of human knowing and learning. Reflects recent developments in the understanding of knowing and learning in real-world (non-laboratory) settings.

Note: Credit will be granted for only one of 579, ED-E 548.

EDCI 580  Units: 1.5
Formerly: ED-B 580
Qualitative Research Methods
Provides a survey of a variety of qualitative methods, and opportunities for learners to develop competencies in research practices common to qualitative inquiry.

Note: Credit will be granted for only one of 580, ED-B 580.

EDCI 581  Units: 1.5
Research Methodologies in Education
An opportunity for students to become familiar with various approaches to research, especially those relevant to their inquiries with special emphasis on the intellectual, social, and cultural contexts and ethics of research.

EDCI 582  Units: 1.5
Formerly: ED-B 582
Writing as Research
Writing as a mode of inquiry, with particular emphasis on the practice of writing. Includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutic and autobiographical inquiry.

Note: Credit will be granted for only one of 582, ED-B 582.

EDCI 583  Units: 1.5
Researching with Aboriginal Peoples: Aboriginalizing Research
Research from a First Nations positioning. Aboriginal methodologies, practices and protocols are discussed to illustrate the importance to Aboriginal Peoples and their communities of having control over every aspect of research projects involving them. Students are encouraged to reflect on their own research projects so that their work is ethical, reciprocal and culturally respectful.

EDCI 584  Units: 1.5
Analysis of Quantitative and Mixed Methods Research
An introduction to the understanding, critical analysis, and evaluation of the theoretical and practical issues related to published quantitative or mixed methods research in the field of education.

EDCI 590  Units: to be determined
Formerly: ED-A, ED-B and ED-E 590
Special Problems - Curriculum and Instruction
Note: May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

EDCI 591  Units: 1.5 or 3.0
Formerly: ED-A, ED-B and ED-E 591
Selected Topics in Education
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 - Curriculum and Instruction
Comprehensive examination, which must be passed as required for individual Master of Education programs within the Faculty of Education.

Note: Credit will be granted for only one of 597, ED-A 597, ED-B 587, 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.

Prerequisites: Open only to students admitted into selected Community-based Master’s of Education Programs.

Grading: COM, INP, N, F.

EDCI 598B  Units: 1.5
Project Presentation and Dissemination
The project proposal approved in 598A is to be completed and will include the approved literature review, an analytic and professional reflection on the contributions of the project, and a dissemination activity. The project may be presented in any appropriate form – prose, performance, multimedia, or exhibition for example – but must include a written submission of moderate length. The successful completion of the project requires the approval of the course instructor and the student’s program supervisor.

Note: Students who do not complete the course requirements may register a second time for the course. Incomplete course requirements in the second term will result in withdrawal from the program. There are appeals procedures for extenuating circumstances.

Prerequisites: 598A or suitable equivalent. Open only to students admitted into selected Community-based Master’s of Education Programs.

Grading: COM, INP.

EDCI 599  Units: 4.5
Formerly: ED-A, ED-B and ED-E 599
Thesis - Curriculum and Instruction
Grading: INP, COM, N, F.

EDCI 600  Units: 1.5
Contemporary Discourses in Educational Studies
An opportunity for students to engage in a critical examination of contemporary literature on fundamental educational concepts, research issues, and curriculum and instruction implications. Part of such discourse may address the cognitive, cultural, social and political determinants and underpinnings of these central issues.

EDCI 601  Units: 1.5
Interdisciplinary Doctoral Seminar
The purpose of Doctoral Seminar is to create a community of scholars in which faculty and graduate students share and support each other’s current research projects.

Note: May be taken more than once for credit, to a maximum of 6 units.

Prerequisites: Enrollment in a doctoral program.

EDCI 602  Units: 1.5
Doctoral Seminar in Arts Education
Philosophical and sociological examinations of contemporary issues in arts education.

EDCI 603  Units: 1.5
Doctoral Seminar in Curriculum Studies
The purpose of this seminar is to immerse students in a variety of discourses found in the field of Curriculum Studies, such as 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 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 616, 642B, 642, 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 on models of reading, and the processes of reading and reading development.

Note: Credit will be granted for only one of 642A, 642, ED-B 642.

Prerequisites: 542, ED-B 542 or suitable equivalent.

EDCI 632  Units: 1.5
Critique of Emerging Trends and Topics in Curriculum Studies
An examination and theoretical critique of emerging trends and topics in the field of curriculum studies as they appear in recent publications, presentations, and conference proceedings.

Note: Credit will be granted for only one of 632, 532.

EDCI 633  Units: 1.5
Critical Discourses in Curriculum Design and Change
Identification, analysis and critique of current discourses of curriculum development, implementation, and change found in educational practice and in theoretical literature.

Note: Credit will be granted for only one of 633, 533.

EDCI 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 636, 643A, 643, 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 644, ED-B 644.

EDCI 647  Units: 3.0
Formerly: ED-B 647
Advanced Course in Secondary English Education
Advanced study of the processes of learning English language and literature in the secondary grades.
Note: Credit will be granted for only one of 647, ED-B 647.

EDCI 649  Units: 1.5
Formerly: ED-B 649
Doctoral Seminar in Language and Literacy
A seminar at the doctoral level to consider special problems in education and educational research. Seminars are organized around educational theory and practice in Language and Literacy.
Note: Credit will be granted for only one of 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 656, 643B, 643, ED-B 643.

EDCI 672  Units: 1.5
History and Philosophy of Mathematics, Science and Technology
Selected moments in the history of science, mathematics and technology, and aspects of the writings of philosophers such as Bacon, Pascal, Descartes, Popper, Kuhn, Franklin, Harding, Matthews, Maturana, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and technology education.

EDCI 673  Units: 1.5
Information and Communication Technologies in Environmental Education, Mathematics, and Science Instruction
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 Methodologies
The purpose of the research component is to have students become familiar with and learn to distinguish among multiple research methodologies appropriate to specific research problems, questions, and contexts.
Prerequisites: Master’s level research methods course or by permission of the department.

EDCI 690  Units: 1.5 or 3.0
Formerly: ED-B 690
Individual Studies - Curriculum and Instruction
Under the direction of program supervisors, topics in the area of research interests of doctoral students will be examined, leading to the development of background material for a PhD dissertation.
Note: May be taken more than once for credit in different topics. Pro Forma is required for registration.
Prerequisites: Appropriate prerequisites to be determined in specific instances.

EDCI 691  Units: 1.5 or 3.0
Formerly: ED-B 691
Special Problems - Curriculum and Instruction
Issues pertaining to students’ research interests and faculty expertise will be examined. 
Note: May be taken more than once for credit in different topics. Pro Forma is required for registration.
Prerequisites: Appropriate prerequisites to be determined in specific instances.

EDCI 693  Units: 3.0
Candidacy Examination - Curriculum and Instruction
Candidacy Examinations which must be passed as required for individual Doctor of Philosophy Programs within the Faculty of Education. Exams will be reviewed and graded by all members of the individual's Doctoral Committee.
Grading: INP, COM, N, F.

EDCI 699  Units: 3.0
Formerly: ED-B 699
PhD Dissertation - Curriculum and Instruction
Grading: INP, COM, N, F.

ELEC 504  Units: 1.5
Random Signals
Review of random variables, moments and characteristic functions; random processes, noise models, stationarity, ergodicity, correlation and power spectrum, spectrum measurements; response of linear systems to random inputs, cross-spectral densities, narrow band noise; introduction to discrete time and space processes. Students are required to complete a project.
Note: Credit will be granted for only one of 504, 400.
Prerequisites: STAT 254 or 260 or equivalent.

ELEC 509  Units: 1.0
Seminar
Explores 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 Techniques in Communication

ELEC 512  Units: 1.5
Digital Communications
Source and channel descriptions. Source digitization, entropy and the rate distortion tradeoff, lossless source codes (Huffman and run length codes), optimal and adaptive quantization. Digital modulation techniques, optimal coherent receivers, performance evaluation, the incoherent case. Special topics - case studies, fiber optics, satellite systems, mobile radio systems.
Note: Credit will be granted for only one of 512, 450.

ELEC 513  Units: 1.5
Data and Computer Communications

ELEC 514  Units: 1.5
Design and Analysis of Computer Communication Networks
Note: Credit will be granted for only one of 514, CENG 461.
Prerequisites: STAT 254 or 260 or equivalent.
ELEC 515 — Information Theory
Units: 1.5
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 — Advanced Wireless Communications
Units: 1.5
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.

ELEC 519A — Selected Topics in Digital Communications
Units: 1.5
Formerly: 619A
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 519B — Selected Topics in Computer Communications
Units: 1.5
Formerly: 619B
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 520 — Microwave and Millimeter Wave Engineering
Units: 1.5

ELEC 522 — Antennas and Propagation
Units: 1.5
Antenna 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.

ELEC 524 — Theory and Design of Waveguide Components
Units: 1.5
Formerly: 624
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 transceivers; mode converters; angle diversity systems.

ELEC 525 — Advanced Photonics
Units: 1.5
Advanced Optical Systems
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 — Advanced Optical Systems
Units: 1.5
Formerly: 623
Overview of the basic technologies and system design principles for modern optical communications. Component fundamentals, including optical fiber, lasers, transmitters, photodetectors, receivers, passive components, optical amplifiers. Optical modulation, demodulation, wavelength multiplexing techniques. Applications to wide-area and access networks, microwave photonics. System impairments related to noise, fiber dispersion, nonlinearity. Students work in groups to design a national-scale broadband system, combining primary course elements and commercial software.

ELEC 529A — Selected Topics in Microwaves, Millimeter Waves and Optical Engineering
Units: 1.5
Formerly: 629
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 531 — Digital Filters I
Units: 1.5

ELEC 532 — Multidimensional Digital Signal Processing
Units: 1.5

ELEC 534 — Applications of Digital Signal Processing Techniques
Units: 1.5

ELEC 535 — Pattern Recognition
Units: 1.5
Pattern Recognition
Parallel and sequential recognition methods. Bayesian decision procedures, perceptrons, statistical and symbolic approaches, recognition grammars. Feature extraction and selection, scene analysis, and optical character recognition. Students are required to complete a project.

ELEC 536 — Computer Vision
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.

ELEC 539A — Selected Topics in Digital Signal Processing
Units: 1.5
Formerly: 639A
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 539B — Selected Topics in Image Processing
Units: 1.5
Formerly: 679
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 539C — Selected Topics in Underwater Acoustic Systems
Units: 1.5
Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 542 — Analog Integrated Circuit Design
Units: 1.5
Review of IC technology, device models and feedback. Design of monolithic op amp, regulators, multipliers, oscillators, phase-locked loops and other nonlinear circuits. Study and design of filter circuits, switched-capacitor circuits, CCD and other sampled-data circuits. System applications of analog-digital LSI.

ELEC 543 — Design of Digital and VLSI Systems
Units: 1.5
COURSE LISTINGS

power dissipation, design transformations. Students will be required to complete a project.

Note: Credit will be granted for only one of 543, CENG 441.

Prerequisites: CENG 241 or CENG 290 or equivalent.

ELEC 544 Units: 1.5
Analog VLSI and Neural Systems


Note: Credit will be granted for only one of 545, 420.

Prerequisites: 310, 320 and 380 or equivalent.

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 545, 420.

Prerequisites: 320 or equivalent.

ELEC 546 Units: 1.5
Mapping DSP Algorithms onto Processor Arrays


Note: Credit will be granted for only one of 546, 642.

Prerequisites: CENG 465 or equivalent.

ELEC 547 Units: 1.5
Electronic Devices

Study of the operation of bipolar and field-effect devices in VLSI design. Study of photonic and optoelectronic 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 547, 412.

Prerequisites: 320 or equivalent.

ELEC 549A Units: 1.5
Selected Topics in Electronics

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 549B

Formerly: 649B
Selected Topics in VLSI Design

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 551 Units: 1.5
Digital Filters II


Note: Credit will be granted for only one of 551, 631.

Prerequisites: 407 or 531 or equivalent.

ELEC 553 Units: 1.5
Introduction to Parallel and Cluster Computing

Overview of massively parallel and cluster computers. Processing models (shared memory versus message passing). Processes and threads. Standard algorithms utilizing parallelism. Matrix and vector operations. N-body problems, collective communications. Parallel application environments MPI and OpenMP. 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 553, CENG 453.

Prerequisites: 407 or 531 or equivalent.

ELEC 559A Units: 1.5
Selected Topics in Robotics

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 559B

Formerly: 659B
Selected Topics in Automatic Control

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 562 Units: 1.5
Introduction to Parallel Computer Systems


Note: Credit will be granted for only one of 562, 661.

Prerequisites: CENG 450 or equivalent.

ELEC 564 Units: 1.5
Neural Networks and Their Implementation

Biological inspiration, historical background, learning in neural nets (backpropagation, hebbian, etc.), single- and multi-layer networks, associative memories, classification and clustering models, recurrent networks. Neural network technology, implementation software and hardware technologies, algorithm definitions, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

Prerequisites: CENG 420 or equivalent.

ELEC 565 Units: 1.5
Digital Integrated Circuits

Silicon logic: logic design with MOSFET, CMOS, and BiCMOS; physical structure, physical design, fabrication. Logic-electronic interface: characteristics of MOSFETs, CMOS analysis and design. VLSI design: CAD tools, system components, arithmetic circuit, 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 565, CENG 442.

ELEC 566 Units: 1.5
Computer Networks and Distributed Systems

Current topics in data switching and computer networking including asynchronous transfer mode (ATM), broadband integrated services digital network (B-ISDN), broadband ISDN (N-ISDN) and the Internet. Alternatives to ATM. Local area network emulation, switched ethernet. Frame relay and switched multi-protocol data service (SMDS). Applications to multi-media. Very large scale integration implementation.

Note: Credit will be granted for only one of 566, CSC 551.

Prerequisites: CENG 460 or CSC 450 or equivalent.

ELEC 567 Units: 1.5
Advanced Network Security and Forensics

Presents, from a practical perspective, underlying principles and techniques of network security and forensics. Emphasis will be on ethical hacking, by surveying attack techniques and tools with examples of how they are applied in practice. The fundamentals of network forensics and cyber-crime scene analysis and investigations will be introduced. Students will also learn how to evaluate network and Internet security issues and design, and how to implement successful security policies and defense mechanisms and strategies, with a particular focus on firewalls, intrusion detection and response, traceback, and biometrics technologies.

ELEC 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 568, 466.

ELEC 569A Units: 1.5
Selected Topics in Computer Engineering

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 571 Units: 1.5
Underwater Acoustic Systems

passive sonar systems. Introduction to specialized acoustic systems.

**ELEC 573 Units: 1.5**
Formerly: 603
**Engineering Design by Optimization II**

**Note:** Credit will be granted for only one of 573, 603.

**Prerequisites:** 300 and 260 or equivalent.

**ELEC 581 Units: 1.5**
**Power Electronics**
Characteristics of power semiconductor switching devices, e.g., silicon controlled rectifiers, bipolar and MOS power transistors, insulated gate bipolar transistors, gate-turn-off thyristors. Basic principles of phase controlled converters, dc to dc choppers, dc to ac inverters (square wave and pulse width modulated), switching power supplies, resonant converters. Applications to communication and computer power supplies, electric drives, induction heating, etc.

**ELEC 583 Units: 1.5**
**Digital Video Processing**

**Note:** Credit will be granted for only one of 583, 483.

**Prerequisites:** 310 or equivalent.

**ELEC 584 Units: 1.5**
**Dynamics and Control of Switched Mode Power Supplies**
Introduction to switch mode power supplies. Detailed analysis of isolated converters (Buck, Boost, Buck-boost, Cuk, etc) and non-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. Space phasor based PWM generation. Students will need to complete a project.

**Note:** Credit will be granted for only one of 584, 461, 689 if taken in the same topic.

**Prerequisites:** 330 and 360.

**ELEC 585 Units: 1.5**
**Motor Drive Dynamics**

**Note:** Credit will be granted for only one of 585, 462, 689 if taken in the same topic.

**Prerequisites:** 330, 360 and 370.

**ELEC 586 Units: 1.5**
**Multiresolution Signal and Geometry Processing with Software Applications**
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 586, 486.

**Prerequisites:** 310 or equivalent.

**ELEC 589A Units: 1.5**
Formerly: 689
**Selected Topics in Power Electronics**
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**Prerequisites:** Permission of the instructor.

**ELEC 590 Units: 1.5**
**Directed Study**
A wide range of topics will be available for assignments. Topics will be restricted to recent advances. MASC and MENG students can take two Directed Study courses for credit as part of their program. PhD students can take one Directed Study course for credit when four courses are required for their program and three Directed Study courses when ten courses are required for their program.

**Note:** Pro Forma is required for registration. May be taken more than once for credit in different topics.

**ELEC 597 Units: 0**
**MEng (Mechatronics and Embedded Systems Option) Project**
Presentation and defense of the MEeng (Mechatronics and Embedded Systems Option) Project.

**Prerequisites:** ENGR 466.

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

**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**

**Prerequisites:** 521 or equivalent.

**ELEC 632 Units: 1.5**
**Adaptive Filters**
Applications overview. Echo cancellation, noise cancellation, equalization, speech coding, and spectral estimation using Transversal and Lattice filters. Minimum mean square error, gradient algorithm, block and recursive least squares.

**Prerequisites:** 310, 400, 408 or equivalent.

**ELEC 633 Units: 1.5**
**Optimal Estimation**

**Prerequisites:** 504 or equivalent.

**ELEC 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**

**Corequisites:** 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
This year: Hollywood and Global Megacities in Cinema: West by Southeast
Examination of changing forms of urban representation in Hollywood and global South and East. Study of key concept of “worlding” as one of the ways cinema provincializes the West and reframes presumed particularisms of other regional and national cinemas. Primary texts include films made in and about Los Angeles and those that emanate from the growingly influential Southern and Eastern megacities. Theoretical and critical texts on Hollywood aesthetics, urban space, West Coast cultural paradigms, Third Cinema, postcolonialism, globalization.

ENGL 504 Units: 1.5 Special Studies II

ENGL 505 Units: 1.5 Studies in Literary Theory: Area Course
This year: The Discursive Turn
After Saussure, theorists stressed primacy of language or discourse, displacement of author by reader, work by text, and self by subject. Students to become thoroughly acquainted with theories of Jacques Derrida, Jacques Lacan, Michel Foucault, and Marxist theorists. Close readings of Judith Butler and Slavoj Zizek, currently highly acclaimed theorists influenced by theorists studied earlier in seminar. Introduction to groundbreaking theorists, their theoretical terminology, and ongoing theoretical debates they enabled.

ENGL 506 Units: 1.5 Studies in Literary Theory: Special Topic
This year: Zoo-Texts: The Trace of the Animal in Contemporary Literature and Theory
This seminar will follow a turn to “the animal” in recent critical theory, as a limit-case in the thinking of difference. The question of the animal as it appears in deconstructionist, feminist, poststructuralist, and postcolonial theory, as well as how it is posed by contemporary literary texts.

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 digital representation, analysis, communication, and creation, and involve theoretical considerations and pragmatic approaches.

Note: Credit will be granted for only one of 507, 590 if offered in the same topic.

ENGL 508 Units: 1.5 Digital Literary Studies: Special Topic
This year: Knowledge Construction in Literary Studies
Historical and current theories of knowledge construction and conveyance explored in context of literary studies and related disciplines, foregrounding digital humanities. Ideas extant in tradition-based literary, epistolarity, and critical texts engaged at the same time as current applications and active experimentation in the area. Portions online, collaborating with others; full details will be available on the instructor’s website.

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: Special Topic
This year: Writing Women in Medieval England
Study of major medieval English works written by or about women, including Ancrene Wisse and the Katherine Group, the life of Christina of Markyate, The Book of Margery Kempe, Julian of Norwich’s visions, and related backgrounds and contexts.

ENGL 516 Units: 1.5 Studies in Middle English Literature: Special Topic
This year: Becoming Human in the Middle Ages
What are the available configurations of the human in medieval literature and culture? We take up the “question of the human” to see just how far subjects are exposed and extended in the objective world. We explore many artifacts and texts, including Chaucer’s Canterbury Tales and Gower’s Confessio Amantis.

ENGL 520 Units: 1.5 Studies in Renaissance Literature: Area Course

ENGL 521 Units: 1.5 Studies in Renaissance Literature: Special Topic
This year:
1: Rethinking Religion and Renaissance Drama
A study of intersections between Reformation religious controversies and English Renaissance drama with an eye towards explaining and theorizing changing representations of religious subject matter in dramatic works across the long 16th century. Topics to be considered include faith, doubt, idolatry, iconoclasm, liturgy, ritual, literary form, and performance history as well as traditional and revisionist understandings of literary periodization and reformulation historiography. Primary readings include English playwrights from the late-15th to the mid-17th century.
2: Editing Shakespeare: History, Techniques, Controversies, and Current Issues
Why edit Shakespeare again? What’s at stake when we produce an edition? Investigates the politics and poetics of textual intervention, with a particular focus on plays of the 1590s. Topics include early print culture; the history of editing from Pavier to the internet age; the formation of the Shakespeare canon; theories of copytext; unediting; gender politics; editing and/or performance; and electronic culture, digital editions, archives, and the future of the book.

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
This year: Milton and the 17th-Century Religious Poets
A study of Milton and 17th-century religious poetry in the context of medieval, reformation, and 20th-century hermeneutics. How did early modern conceptions of biblical exegesis animate 17th-century poetry, especially Milton’s major works? What changes in interpretation theory occurred during the reformation and how did these changes inform the composition and reception of religious poetry in the period? How have these changes affected our own notions of reading and interpretation?

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
This year: Victorian Poetry
What would Victorian poetry look like if we created a canon of the most read poems of the period? This is a course on popular Victorian poetry, periodical studies, reception history, poetics. Includes digital component. Examples of poets studied: Tennyson, the Brownings, the Rossetti, and non-canonical poets.

ENGL 551 Units: 1.5 Studies in the Literature of the 19th Century: Special Topic
This year: Film and the 19th-Century Novel
Will explore film theory that examines film and television adaptations of 19th-century novels. Selected 19th-century novels and their 20th- and 21st-century film and television adaptations will be studied in light of this dynamic body of theory, with particular attention to intertextuality, narrative theory, representations of gender, psychoanalytic theories of reading/viewing, realism/anti-realism, and the formal elements of the literary and film texts.

ENGL 556 Units: 1.5 Studies in 20th-Century British and Irish Literature: Area Course
This year: The Modernist Novel
A survey of the major novels of the first half of the 20th century: Kafka, Richardson, Conrad, Woolf, Joyce, Ford, Forster, Lewis, Beckett; narrative technique and cultural context; international modernism(s); war and narrative; criticism and theory of modernism and the novel.

ENGL 557 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
This year:
1: Henry James and the World Literary Field
James’s novels and critical writings in light of his struggle to overcome the conditions of American literary provinciality and his emergence as one of English literature’s “author’s authors.” Topics will include James’s role as both critic and artist in elevating the novel as a genre; his relationship with the literary marketplace; his relation to major European contemporaries (George Eliot, Flaubert, Turgenev, Zola); his cosmopolitan geographies, themes and character types; his increasingly mannered style; his “proto-modernist” stature.
2: Contemporary American Fiction and Religion
An examination of how contemporary American fiction has registered the Christian revival of the last five decades. Topics include multiculturalism, postmodernism, American history and imperialism, race, religion and cultural pluralism, theory, evolution and Intelligent Design. Authors include Robinson, Reed, Kingsolver, Atwood, Douglass, Roth, Brown, Sagan, McCarthy, Pynchon, Momaday, Anzaldúa, and Doctorow.

**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 583**
**Units:** 1.5

**Studies in Literatures of the West Coast**

A variable content course focusing on topics in the literatures of the West Coast.

**583A - (1.5) BC Literature**
A survey of important BC writers from the early 20th century to the present. Regionalism; the environment, travel and nature writing; representation of First Nations in literature; Vancouver and modernism in Canada; radical politics and literary experimentation. Authors may include Carr, Grainger, and Haig-Brown; the modernists Wilson, Watson, and Lowry; self-conscious regionalists such as Jack Hodgins; and postmodernists Marliatt, Bowering, and Lai. Poetry selections may include Birney, Livesay, Bowering, Wah.

**583B - (1.5) The West Coast Line by Line**
Contemporary poetry and construction of the West Coast. Analysis of individual poems in relation to broader theoretical questions related to the relationship between text and place. Markers of place in poetry and their relationship to markers of place in fiction and other "reality effect.

**583C - (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.

**583D - (1.5) Life and Death in BC: Animals and Hunting in West Coast Literatures**
The representation of animals and hunting in literary works, films, environmental discourses and law. The boundary between animal and human species; animal rights; the construction of animal subjectivity historically considered; its purposes; the role of hunting in the construction of masculinity, humanity, and aboriginality; the history of laws governing hunting, discussed in relation to major literary and artistic texts in West Coast culture.

**583E - (1.5) Indigenous Laws and Literatures of the West Coast**
Indigenous literature and life writing in relation to historical and legal texts. Consideration of the issues of indigenous difference/sameness, equalit 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.

**583F - (1.5) Forest Fetish: Reading the Nature of the West Coast**
Literary, cultural, and material politics of West Coast nature, with an emphasis on the fetishistic currency of "the forest." Hegemonic and counter-hegemonic representations of Pacific Northwest forests as "toticem," "untouched," "vanishing," or "diseased." Pitfalls of environmental essentialism. Effects of writers, their art, and artists to inscribe material histories of race, gender, and labour back into images of West Coast nature, including Eden Robinson, Brian Jungin, Jin-mie Yoon, Barry McKenzie, Lawrence Paul Yuxweluptun, and Bruce Braun.

**583G - (1.5) Poetry Nature Knowledge Gender**
Contemporary west-coast poets such as Robert Bringhurst, Kenneth Rexroth, and Gary Snyder, whose work attempts to extend the capacities of poetry as a mode of perceiving, knowing, and being in the natural (non-human) world, contrasted with Jeannette Armstrong, George Bowering, Daphne Marlatt, and Fred Wah, whose poetic reveals the blindness and the insights of romantic literary tradition. Issues to be explored include poetic form and forms of attention (poetry as ecological consciousness), language, being, nature, myth, knowledge (especially local knowledge), science, culture, and economics, all of which are linked to questions of gender and race.

**583H - (1.5) American Literature on the Pacific Coast**
The American West Coast as an occasion for writers to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Survey; Japanese American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyber-space. Authors may include Okada, Kingston, Chin, Momaday, Alexie, Anzaldúa, Valdez, Reed, Pynchon, McCarthy, Powers, Gibson, Dick, Palahniuk, Eggers.

**583I - (1.5) Literary Anthropology and Anthropological Literature on the Pacific Coast**
Comparative introduction to anthropological writings about Indigenous peoples of the West Coast and place in fiction 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, Bingham, Cameron, Cruikshank, Lévi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner and Wilson.

**ENGL 585**
**Units:** 1.5

**Studies in Canadian Literature: Area Course**
This year: BC Literature
Important BC writers from before Confederation to the present. Readings include non-fiction prose by early authors like Carr, Grainger, and Haig-Brown; important modernist writers such as Wilson, Watson, and Lowry; self-conscious regionalists such as Jack Hodgins; and post-modernists Marlatt, Bowering, and Robinson. Formalist and historicizing approaches to these works: topics such as regionalism and the sense of place, literature and the environment, realism and formal innovation, appropriation of resources and the representation of First Nations.

**ENGL 586**
**Units:** 1.5

**Studies in Canadian Literature: Special Topic**

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**Candidacy Examination**

Notes: - Credit will be granted for only one of 693, 699.
- 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).

**ENGL 693**
**Units:** 6.0
Formerly: 698

**PhD Dissertation**

Prerequisites: ENGL 693

**ENGL 699**
**Units:** 18.0-33.0

**ENTC**

**Entrepreneurship Certificate**
Sardar S. Gill Graduate 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.

Prerequisites: Open only to students in the ENT Certificate Program, except by special permission of the ENT Certificate Program Advisory Committee.

**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.  

Pre- or corequisites: Admission to the Graduate Certificate in Entrepreneurship; Completion or current enrollment in 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.

Pre- or corequisites: Admission to the Graduate Certificate in Entrepreneurship; Completion or current enrollment in 530.

**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.

Pre- or corequisites: Admission to the Graduate Certificate in Entrepreneurship; Completion or current enrollment in 530.

### ENTND

**Entrepreneurship Diploma**  
Sardul S. Gill Graduate 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.

Prerequisites: Admission to the Graduate Diploma in Entrepreneurship; Completion of ENTC 510, 520, 530, and 540.

### 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 components 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, 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 534**  
**Units:** 1.5  
**Ocean Mixing Processes**  
The distribution of properties in the ocean and ocean circulation are greatly influenced by small-scale processes that cannot be explicitly included in numerical models of the ocean. The physics and parameterization of processes such as breaking internal waves, double diffusion and boundary mixing are analyzed, with discussion of observational techniques as well as theories.

**EOS 538**  
**Units:** 1.5  
**Aqueous Geochemistry and the Environment**  
Major aspects of the global water cycle, sources, sinks of chemical elements present in aquatic systems, weathering reactions, solution geochemistry ofoxic and anoxic environments in natural aquatic systems (rainwaters, ground waters, rivers, lakes, estuaries and oceans). Other topics include the application of natural and anthropogenic tracers to geochemo logical problems with aquatic systems.

**Note:** Credit will be granted for only one of 538, 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: equa-
tions 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 be 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.

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 EOS 599 in their first semester 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 semester 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.  
Corequisites: 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 EOS 699 in their first semester and remain enrolled until their dissertation requirements have been completed.  
Corequisites: 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 profession.  
Focus on concepts, theories and historical framework of leisure; nature and scope of the profession.  
Note: Credit will be granted for only one of 561, PE 561.

EPHE 562  Units: 1.5  Formerly: PE 562  Administrative Planning Process  
Examination of the planning process as it exists within federal, provincial, regional and municipal government recreation departments as well as not-for-profit and private sector leisure delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.  
Note: Credit will be granted for only one of 562, PE 562.

EPHE 563  Units: 1.5  Formerly: PE 563  Community Leisure Service Development  
Exploration of the nature and function of leisure service development as a community based function. Focus on the development and use of other social service organizational models.  
Note: Credit will be granted for only one of 563, PE 563.

EPHE 570  Units: 1.5  Formerly: PE 570  Skill Acquisition in Physical Education and Sport  
A review of learning theories and principles as they pertain to the acquisition and retention of motor skills; the neural mechanisms involved in the learning and control of motor patterns; information processing in human performance; detailed study of research on memory, attention, retrieval systems, and movement control.  
Note: Credit will be granted for only one of 570, PE 570.

EPHE 572  Units: 1.5  Formerly: PE 572  Physiology in Physical Education and Sport  
The study of physiological basis for sport performance and fitness. The assessment of physiological status and the rationale for the prescription of exercise programs.  
Note: Credit will be granted for only one of 572, PE 572.

EPHE 573  Units: 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 573, PE 573.

EPHE 574  Units: 1.5  Formerly: PE 574  Administration of Physical Education, Recreation and Sport  
After presenting a theoretical base for administrative and organizational theories, a link will be made to specific situations in the fields of physical education, recreation, and sport.  
Note: Credit will be granted for only one of 574, PE 574.

EPHE 575  Units: 1.5  Formerly: PE 575  Applied Sport Psychology  
Provides students with a further understanding of concepts and principles underlying the field of sport psychology. Provides a basis for the use of mental training techniques such as imagery, self-talk, feedback, and focusing to improve sport performance and experiences.  
Note: Credit will be granted for only one of 575, PE 575.

EPHE 576  Units: 1.5  Formerly: PE 576  Teaching and Coaching Effectiveness in Physical Education and Sport  
A review of current models of effective teaching and coaching; observation and coaching systems; analysis of teaching and coaching behaviours; a review of current research.  
Note: Credit will be granted for only one of 576, PE 576.

EPHE 577  Units: 1.5  Formerly: PE 577A or PE 577  Research Methods and Techniques in Coaching Studies  
The development of research skills required to interpret the literature related to coaching and sport performance and develop a project proposal as part of the requirements for the degree.  
Notes:  
- Credit will be granted for only one of 577, PE 577, PE 577A.  
- Taught in summer only.  
Prerequisites: Enrolment in the MEd Coaching Studies Program.

EPHE 578  Units: 1.5  Formerly: PE 578  Biomechanics  
A study of athletic performance by way of the laws of physics and mechanics. Topics include:  
2. A critical analysis of selected sport skills and techniques.  
Note: Not open to students with credit in PE 578.

EPHE 579  Units: 1.5  Formerly: PE 577B or PE 579  Current Issues in Coaching Studies  
Identification and selection of issues in coaching and sport for presentation, discussion, and resolution. As leaders in sport, students will consider issues from both a content perspective and in the context of beliefs and values.  
Note: Credit will be granted for only one of 579, PE 577B, 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 580, PE 580.


**EPHE 581**  
Units: 1.5  
**Psychological Issues in Physical Activity and Health**  
Examines selected current psychological issues affecting individual and group involvement in the different forms of physical activity and how these interact with performance and health from childhood to the senior years. Research in the field will be examined to assist the understanding of current beliefs and practices.  
Note: Credit will be granted for only one of 581, PE 581.

**EPHE 582**  
Units: 1.5  
Formerly: PE 582  
**Neuroscience in Physical Activity and Health**  
A seminar on issues and research in neuroscience related to motor control across the lifespan and in typical and atypical populations.  
Note: Credit will be granted for only one of 582, PE 582.

**EPHE 583**  
Units: 1.5  
Formerly: PE 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 583, PE 583.

**EPHE 584**  
Units: 1.5  
Formerly: PE 584  
**Pedagogical Issues in Physical Activity and Health**  
Current pedagogical research that influences national and provincial physical activity policies, school-based physical education programs and community-based physical activity programs.  
Note: Credit will be granted for only one of 584, PE 584.

**EPHE 585**  
Units: 1.5  
Formerly: PE 585  
**Qualitative Research Genres 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 585, PE 585.

**EPHE 590**  
Units: to be determined  
Formerly: PE 590  
**Special Problems - Exercise Science, Physical and Heath Education**  
Notes: - May be taken more than once for credit in different topics.  
- The student must obtain permission of the Chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

**EPHE 591**  
Units: 1.5 or 3.0  
Formerly: PE 591  
**Selected Topics in Exercise Science, Physical and Health Education**  
A variable content course.  
Note: May be taken more than once for credit in different topics. Pro Forma may be required for registration.

**EPHE 597**  
Units: 1.5  
Formerly: PE 597  
**Comprehensive Examination - Exercise Science, Physical and Health Education**  
Comprehensive examination which must be passed as required for individual Master of Education programs within the Faculty of Education.  
Note: Credit will be granted for only one of 597, PE 597.  
Grading: INP, COM, N, F.

**EPHE 598**  
Units: 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**  
First year 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.  
Note: May be taken more than once for credit in different topics to a maximum of 6 units. Pro Forma required for registration.

**EPHE 693**  
Units: 3.0  
**Candidacy Exam - Kinesiology**  
Grading: INP, COM, N, F.

**EPHE 699**  
**PhD Dissertation - Kinesiology**  
Prerequisites: 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. Normally restricted to graduate students in the School of 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. 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 in different topics up to a maximum of 3 units.

**ES 581**  
Units: 1.5  
**Seminar in Ethnoecology**  
Flexible topics course offered in a seminar format.  
Note: May be taken more than once in different topics up to a maximum of 3 units.

**ES 582**  
Units: 1.5  
**Seminar in Ecological Restoration**  
Flexible topics course offered in a seminar format.  
Note: May be taken more than once in different topics up to a maximum of 3 units.

**ES 590**  
Units: 1.5  
**Directed Studies**  
Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the School.

**ES 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
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 PhD Dissertation
Units: 21.0
Grading: INP, COM, N, F.

FORB 500 Advanced Topics in Forest Biology
A series of lectures and seminars examining subjects of current interest that focus on the adaptations of trees and their interaction with the forest environment.

Note: May be taken more than once for credit in different topics. Pro Forma required.

FORB 571 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.

Note: May be taken more than once for credit in different topics. Pro Forma required.

FRAN French
Department of French
Faculty of Humanities

FRAN 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: - Compulsory for all first-year graduate students.
- Credit will be granted for only one of 500, FREN 500.

FRAN 502 Studies in Applied Linguistics

Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 502, FREN 502 (if taken in the same topic).

FRAN 503 Studies in French Linguistics

Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 503, FREN 503 (if taken in the same topic).

FRAN 504 Studies in Culture and Society

Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 504, FREN 504 (if taken in the same topic).

FRAN 505 Studies in Literary Theory and Criticism

Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 505, FREN 505 (if taken in the same topic).
COURSE LISTINGS

FRAN 507 Units: 1.5
Formerly: FREN 507
Studies in Medieval Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 507, FREN 507 (if taken in the same topic).

FRAN 508 Units: 1.5
Formerly: FREN 508
Studies in Renaissance Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 508, FREN 508 (if taken in the same topic).

FRAN 509 Units: 1.5
Formerly: FREN 509
Studies in 17th-Century Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 509, FREN 509 (if taken in the same topic).

FRAN 511 Units: 1.5
Formerly: FREN 511
Studies in 18th-Century Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 511, FREN 511 (if taken in the same topic).

FRAN 512 Units: 1.5
Formerly: FREN 512
Studies in 19th-Century Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 512, FREN 512 (if taken in the same topic).

FRAN 513 Units: 1.5
Formerly: FREN 513
Studies in 20th-Century Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 513, FREN 513 (if taken in the same topic).

FRAN 514 Units: 1.5
Formerly: FREN 514
Studies in Children’s Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 514, FREN 514 (if taken in the same topic).

FRAN 515 Units: 1.5
Formerly: FREN 515
Studies in French-Canadian Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 515, FREN 515 (if taken in the same topic).

FRAN 516 Units: 1.5
Formerly: FREN 516
Studies in Québec Literature
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 516, FREN 516 (if taken in the same topic).

FRAN 517 Units: 1.5
Formerly: FREN 517
Studies in Francophone African Literatures
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 517, FREN 517 (if taken in the same topic).

FRAN 518 Units: 1.5
Formerly: FREN 518
Studies in Francophone Caribbean Literatures
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 518, FREN 518 (if taken in the same topic).

FRAN 519 Units: 1.5
Formerly: FREN 519
Studies in Film Adaptation of Literary Texts
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 519, FREN 519 (if taken in the same topic).

FRAN 520 Units: 1.5
Formerly: FREN 520
Studies in Diasporic Literatures in French
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 520, FREN 520 (if taken in the same topic).

FRAN 522 Units: 1.5
Formerly: FREN 522
Studies in French and Francophone Cinemas
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 522, FREN 522 (if taken in the same topic).

FRAN 523 Units: 1.5
Formerly: FREN 523
Studies in Writing and Gender
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 523, FREN 523 (if taken in the same topic).

FRAN 524 Units: 1.5
Formerly: FREN 524
Studies in Editorial Mediations
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 524, FREN 524 (if taken in the same topic).

FRAN 525 Units: 1.5
Formerly: FREN 525
Studies in Literature and Translation
Note: Variable content course. May be taken more than once for credit in different topics. Credit will be granted for only one of 525, FREN 525 (if taken in the same topic).

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.
Note: May be taken more than once for credit in different topics. Credit will be granted for only one of 580, FREN 580 (if taken in the same topic).

FRAN 590 Units: 1.5 or 3.0
Formerly: FREN 590
Directed Studies
A course designed to enable students to pursue individual interests.
Note: May be taken more than once for credit. Pro Forma registration. Credit will be granted for only one of 590, FREN 590 (if taken in the same topic).

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 598, FREN 598.
Grading: INP, COM, N, F.

FRAN 599 Units: 6.0
Formerly: FREN 599
Thesis/Oral
A thesis (topic to be selected in consultation with Graduate Committee as the development of course work) and oral examination.
Note: Thesis option is by invitation of the Graduate Committee only. Credit will be granted for only one of 599, FREN 599.
Grading: INP, COM, N, F.

GEOG

Geography
Department of Geography
Faculty of Social Sciences

GEOG 500 Units: 3.0
Formerly: 500A and 500B
Geographical Research Approaches and Design
Students will review current research paradigms and approaches in Geography and will develop research proposals that will be presented to their committees at the end of the course. Students will also be exposed to effective research services, communication, and presentation methods.
Note: Required core course for all students. Credit will be granted for only one of 500, 500A and 500B.
Grading: INP, COM, N, F.

GEOG 518 Units: 1.5
Advanced Spatial Analysis and Spatial Statistics
An opportunity to gain theoretical and applied experience in spatial statistics and advanced geographical analysis. Topics include: point pattern analysis, areal data analysis and spatial autocorrelation, and geostatistics (i.e., variograms and kriging). Labs and a final project are designed to provide students with hands-on experience applying theory to a range of data sets and to a data set selected by the student.
Note: Master’s Program students are required to take one of 518, 523, 524.
Prerequisites: 328, 329 or equivalent GIS experience.

GEOG 523 Units: 1.5
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 518, 523, 524 or another ‘methods’ based course on recommendation of the supervisory committee as approved by the Graduate Adviser.
GEOG 524 Advanced Quantitative Methods
Examines the use and interpretation of selected multivariate statistics.
Note: Master’s Program students are required to take one of 518, 523, 524.
Prerequisites: An introductory level statistics course is required.

GEOG 536 Advanced Seminar in Human and Social Geography
An advanced overview of theoretical approaches and major research paradigms in contemporary human geography.

GEOG 537 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 537, 525.

GEOG 538 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 Advanced Seminar in Resource Management
A seminar dealing with resources management areas currently (or recently) being researched by members of the department. Topics will include: problem formulation, conceptual/literature background, fieldwork/data issues, analytical approaches and results/interpretation.
Note: Credit will be granted for only one of 539, 552.

GEOG 546 Advanced Topics in Human and Social Geography
A special topics seminar in human and social geography. Topics vary by instructor.
Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 547 Advanced Topics in Physical Geography
An examination of contemporary theoretical and/or applied research subjects in physical geography.
Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 548 Advanced Topics in Geomatics
An examination of contemporary theoretical and/or applied research subjects in geomatics.
Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 549 Advanced Topics in Resource Management
A seminar dealing with conceptual and research design issues involved with a project or problem area in resource management of interest to a faculty member.
Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 590 Directed Studies in Geography
Note: MA, MSc and PhD students may only take one 590 course as part of their minimum program requirements. If they wish to take additional 590 courses these can be added to their minimum course load. Individual titles will be assigned to each numbered section of the course arranged by supervisory committee.

GEOG 591 Advanced Topics in Geography
Various advanced special topics courses spanning the discipline of Geography.
Note: Master’s and Doctoral students may take only one 591 toward their minimum course requirements but may take additional courses in different topics beyond their minimum load on the advice of their supervisory committee.

GEOG 599 Units: to be determined
MA, MSc Thesis
Note: Credit to be determined.
Grading: INP, COM, N, F.

GEOG 693 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.

GER 699 Units: to be determined
PhD Dissertation
Prerequisites: 693
Grading: INP, COM, N, F.

GMST 500 Units: 1.5
Formerly: GER 501
Introduction to Bibliography, Methods of Research, and Theory of Literary Criticisms
Note: Credit will be granted for only one of 501, GER 501.

GMST 510 Units: 1.5
Formerly: GER 510
Studies in Medieval Literature
Note: Credit will be granted for only one of 510, GER 510.

GMST 520 Units: 1.5
Formerly: GER 520
Studies in 17th-Century Literature
Note: Credit will be granted for only one of 520, GER 520.

GMST 530 Units: 1.5
Formerly: GER 530
Studies in 18th-Century Literature
Note: Credit will be granted for only one of 530, GER 530.

GMST 540 Units: 1.5
Formerly: GER 540
Studies in 19th-Century Literature
Note: Credit will be granted for only one of 540, GER 540.

GMST 550 Units: 1.5
Formerly: GER 550
Studies in 20th-Century Literature
Note: Credit will be granted for only one of 550, GER 550.

GMST 551 Units: 1.5
Formerly: GER 551
Studies in 20th-Century Literature
Note: Credit will be granted for only one of 551, GER 551.

GMST 560 Units: 1.5
Formerly: GER 560
Germanic-Canadian Studies
Note: Credit will be granted for only one of 560, GER 560.

GMST 570 Units: 1.5
Hours: 3-0
Studies in New Media in Second Language Acquisition
New Media in Second Language Acquisition in both theory (Activity Theory, Dynamic Systems Theory, Speech Production, Working Memory) and praxis (Motivation, Acquisition, Assessment). Particular attention given to questions of sustainability.

GMST 590 Units: 1.5
Formerly: GER 590
Directed Studies I
Note: Pro Forma required. Credit will be given only to one 590, GER 590.

GMST 591 Units: 1.5 or 3.0
Formerly: GER 591
Directed Studies II
Note: Pro Forma required. Credit will be given only to one 591, GER 591.

GMST 599 Units: 6.0-9.0
Formerly: GER 599
Thesis
Note: Credit will be granted for only one of 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.
COURSE LISTINGS

GRS 501
Greek Literature
Units: 3.0

GRS 502
Formerly: 541
Greek History
Units: 3.0

GRS 503
Latin Literature
Units: 3.0

GRS 504
Formerly: 542
Roman History
Units: 3.0

GRS 505
Formerly: 543
Ancient Art and Archaeology
Units: 3.0

GRS 506
Ancient Philosophy
Units: 3.0

GRS 590
Formerly: CLAS 590
Directed Individual Study
Units: 1.5-3.0

Note: May be taken more than once for credit to a maximum of 4.5 units. Pro Forma required for registration.

GRS 599
Formerly: CLAS 599
MA Thesis
Units: 6.0-9.0

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
Readings in Classical Literature (Greek)
Units: 1.5

GRS 601B
Readings in Classical Literature (Latin)
Units: 1.5

GRS 602A
Readings in Ancient History (Greek)
Units: 1.5

GRS 602B
Readings in Ancient History (Latin)
Units: 1.5

GRS 603
Reading in Classical Archaeology
Units: 1.5

GRS 605
Archaeological Methods & Theory
Units: 1.5

GRS 611
Seminar in Classical Literature
Units: 3.0

GRS 612
Seminar in Ancient History
Units: 3.0

GRS 621
Seminar in Classical Archaeology
Units: 3.0

GRS 622
Topical Field in Classical Literature
Units: 3.0

An intensive study of a particular field (author, genre, time period) in Greek or Roman literature.

GRS 623
Topical Field in Classical Archaeology
Units: 3.0

An intensive study of a particular field (time period, archaeological event, archaeological topic) in Greek or Roman archaeology.

GRS 693
Candidacy Exam
Units: 3.0

Note: Students enroll in GRS 693 after completing their topical fields requirements (GRS 621, 622, or 623).

Grading: INP, COM, N, F.

GRS 699
PhD Dissertation
Units: 18.0

Grading: INP, COM, N, F.

GS
Graduate Studies by Special Arrangement
Faculty of Graduate Studies

GS 500
Special Topics
Units: 1.5 or 3.0

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
Interdisciplinary Topics
Units: 1.5 or 3.0

Courses may be offered between academic departments through the Faculty of Graduate Studies.

Notes:
- At least one of the offering departments must have a regular graduate program. May be taken more than once for credit in different topics.
- Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.

GS 502
Approved Exchange
Units: to be determined

University of Victoria students attending courses under approved exchange agreements may register in this course to maintain their UVic registration status.

Note: Permission of the Dean of Graduate Studies required.

Grading: INP, COM, N, F.

GS 503
Canadian Visiting Research Internship
Units: 3.0

Research Internship for students in research activities under the supervision of University of Victoria faculty as part of a regular graduate degree program at their home university.

Note: Permission of the Dean of Graduate Studies required.

Grading: INP, COM, N, F.

GS 504
International Visiting Research Internship
Units: 3.0

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.

Grading: INP, COM, N, F.

GS 505
Multi-Disciplinary Research Internship
Units: 1.5

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.

HA
History in Art
Department of History in Art
Faculty of Fine Arts

HA 501
Colloquium in Theories and Practices
Units: 3.0

Note: A compulsory seminar for all graduate students, except PhD students who have taken a comparable seminar.

HA 502
Special Topics in the History of Art
Units: 1.5

HA 509
Workshop in Art Historical Writing
Units: 1.5

Note: A compulsory workshop.

Prerequisites: 501

HA 510
Seminar in Film Studies
Units: 1.5

HA 520
Seminar in Medieval Art
Units: 1.5

HA 530
Seminar in the Arts of South and/or Southeast Asia
Units: 1.5

HA 540
Seminar in Renaissance Art
Units: 1.5

HA 545
Seminar in Early Modern Art, c. 1500-1750
Units: 1.5

HA 549
Seminar in Orientalism in Art and Architecture
Units: 1.5

Note: Credit will be granted for only one of 549, 449.

HA 550
Seminar in Islamic Art and Civilization
Units: 1.5
An extended research paper of approx. 10,000 words which will also be presented to a public audience.

Required for MA students who elect the Research Paper Option.

Grading: INP, COM, N, F.
HINF 552 Units: 1.5 Evaluation in e-Health

Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

HINF 553 Units: 1.5 e-Health Sustainability

Focuses on the issue of sustainability and how e-health applications can be planned in a manner that encourages ultimate integration and routine use.

HINF 554 Units: 1.5 Critical Appraisal of the Health Sciences Literature

An opportunity for students to improve their ability to find, appraise and use evidence about health care interventions appearing in the health sciences literature. Using an online virtual classroom format, students will gain knowledge of the criteria used to appraise the validity, importance and applicability of different types of health literature.

HINF 560 Units: 1.5 Health Care Quality Improvement

Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

HINF 561 Units: 1.5 Project Management in Health Informatics

An introduction to the essentials of project management and the project life cycle. Topics include project lifecycle management, and all project processes including: project charter, network diagramming, scope management, cost management, risk management, issue management, change management, scheduling and schedule management.

HINF 562 Units: 1.5 Procurement in Health Informatics

An introduction to the procurement process in health informatics. Covers key decision making aspects in the analysis and selection of health information systems. An important goal is to have students appreciate the dynamics and compromises which take place when a health care authority/facility selects information technology to primarily support its work practices.

HINF 572 Units: 1.5 Health Informatics: An Overview

An overview of current developments, issues and challenges in the emerging field of health informatics. Historical development of the field will be covered. Addresses basic foundations of health informatics, including the field’s theoretical and methodological underpinnings. Considers a range of emerging applications in health informatics as well as approaches to understanding and evaluating these innovations.

HINF 573 Units: 1.5 Applied Biostatistics

A computer laboratory course primarily designed to provide practical experience in running SPSS software, interpreting output and presenting findings in Figures and Tables, suitable for publications or dissertations. Topics include: understanding statistics, data management and cleaning, recode and compute statements, scale development (Cronbach’s alpha), t-tests, chi-square analyses, correlation and logistic regression. The skills learned are those commonly used in quantitative research for health and social sciences.

HINF 575 Units: 1.5 Human Factors in Healthcare

Introduces a framework for considering human factors in health informatics. Includes study of human-computer interaction in the design of a range of health informatics applications, user analysis, workflow modelling, consideration of methods of evaluating system usability and socio-technical aspects of successful healthcare system design. In addition, approaches to the design of systems that are safe and that reduce human error in healthcare will be emphasized.

HINF 576 Units: 1.5 Epidemiology in Health Services Management

An examination of the principles and methods of managerial epidemiology. Focuses on the design, implementation and evaluation of epidemiological analyses as applied to management in the health and social services, including the role of epidemiology in health services planning and policy formulation, health status indicators, outcome measurement and utilization analysis. Offered in alternate years.

HINF 578 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 589 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 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.

HIST 500 Units: 1.5 Historiography

HIST 501A Units: 1.5 Field in American History I

HIST 501B Units: 1.5 Field in American History II

HIST 502A Units: 1.5 Field in British History I

HIST 502B Units: 1.5 Field in British History II

HIST 503A Units: 1.5 Field in Canadian History I

HIST 503B Units: 1.5 Field in Canadian History II

HIST 504A Units: 1.5 Field in European History I

HIST 504B Units: 1.5 Field in European History II

HIST 506A Units: 1.5 Field in Medieval History I

HIST 506B Units: 1.5 Field in Medieval History II

HIST 508A Units: 1.5 Field in Chinese History I

HIST 508B Units: 1.5 Field in Chinese History II

HIST 509A Units: 1.5 Field in Japanese History I

HIST 509B Units: 1.5 Field in Japanese History II

HIST 510 Units: 1.5 Topical Field in Social History

HIST 511 Units: 1.5 Topical Field in Military History

HIST 512 Units: 1.5 Topical Field in Intellectual/Cultural History

HIST 513 Units: 1.5 Topical Field in Women’s/Gender History

HIST 514 Units: 1.5 Topical Field in World History

HIST 515A Units: 1.5 Topical Field in Public History

This course provides an overview of the branch of our 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 only be granted for one of 515A, 519 (if taken in the same topic).
HIST 516 Units: 1.5
Topical Field in Computers and History

HIST 517 Units: 1.5
Topical Field in Cultural History and Theory

HIST 518 Units: 1.5
Topical Field in Political History

HIST 519 Units: 1.5
Topical Field in Special Topics

HIST 520 Units: 1.5
Topical Field in Legal History

HIST 521 Units: 1.5
Topical Field in Religious History

HIST 522 Units: 1.5
Topical Field in History of Science/Technology

HIST 523 Units: 1.5
Topical Field in History of Ethnohistory

HIST 524 Units: 1.5
Field School in Ethnohistory
A 6-week intensive community-based course where students move to the host First Nations’ community to research.

HIST 525 Units: 1.5
Non-Thesis MA Historiography/Research Methods

HIST 526 Units: 1.5
Directed Reading - Ethnohistory
An examination of language research in Indigenous governance systems, and an introduction to the spiritual and cultural foundations of Indigenous language revitalization. The project will enhance the community'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.

HIST 527 Units: 1.5
Also: POLI 506
Topical Field in Qualitative Research Methods

HIST 528 Units: 1.5
Field School in Ethnohistory
A 6-week intensive community-based course where students move to the host First Nations’ community to research.

HIST 529 Units: 1.5
Non-Thesis MA Historiography/Research Methods

HIST 530 Units: 1.5
Directed Reading - Field

HIST 531 Units: 1.5
MA Major Research Paper
Grading: INP, COM, N, F.

HIST 532 Units: 1.5
MA Thesis
Grading: INP, COM, N, F.

HIST 533 Units: 3.0
PhD Candidacy Examinations
Students enrol in HIST 693 for the duration of their preparations for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.
Grading: INP, COM, N, F.

HIST 534 Units: 3.0
PhD Candidacy Examinations
Students enrol in HIST 693 for the duration of their preparations for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.
Grading: INP, COM, N, F.

HIST 535 Units: 3.0
PhD Candidacy Examinations

HIST 699 Units: 30.0-36.0
PhD Thesis
Prerequisites: 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.

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.

HSD 597 Units: 3.0
Interdisciplinary Courses

HED
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 531, LING 531.

IGOV
Indigenous Governance
MA in 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.

Note: Registration open to IGOV MA students only.

IGOV 530 Units: 1.5
Indigenous Research Methods
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.

Note: Registration open to IGOV MA students only.

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.

Note: Registration open to IGOV MA students only.
### COURSE LISTINGS

**IGOV 550**  
**Indigenous Peoples and Self Determination**  
A focused analysis of current processes to decolonize the relationships between Indigenous peoples and states (as well as other colonial entities), with particular emphasis on questions of land tenure, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.  
**Note:** Registration open to IGOV MA students only.

**IGOV 560**  
**Indigenous Peoples and Globalization**  
An examination of how processes of globalization and neo-colonialism impact Indigenous peoples worldwide and strategies Indigenous peoples around the world are using to confront these economic, social, political and cultural pressures in order to regenerate their communities.  
**Note:** Registration open to IGOV MA students or by permission of the department.

**IGOV 570**  
**Indigenous Women and Resistance**  
An exploration of the strategies Indigenous women engage in resistance to colonialism with particular attention paid to women who root their resistance in traditional Indigenous philosophies, governance practices and ways of being.  
**Note:** Registration open to IGOV MA students or by permission of the department.

**IGOV 575**  
**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.  
**Notes:** - Registration open to IGOV MA students only.  
- Credit will be granted for only one of 575, 580.

**IGOV 590**  
**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**  
**Special Topics in Indigenous Governance**  
Seminars focusing on issues of particular interest and relevance.  
**Notes:** - May be taken more than once for credit in different topics.  
- Registration open to IGOV MA students or by permission of the department.

**IGOV 598**  
**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 4.5 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.  
**Prerequisites:** Before registering in a Community Governance Project, a student must have completed all core courses (IGOV 520, 530, 540 and 550) as well as mentorship (575) and their elective.

**IGOV 599**  
**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**  
**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.  
**Grading:** INP, COM, N, F.

**INGH 521**  
**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.  
**Grading:** INP, COM, N, F.

**INGH 522**  
**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.  
**Note:** Open only to Graduate students in Law.
LAW 502  Units: 1.5  
Graduate Seminar in Applied Legal Methodology

A review of methodological approaches to advanced legal research, particularly as applied to the diverse research interests of seminar participants. Intended to support each student’s implementation of their research question through presentation, commentary and refinement.

Note: Open only to Graduate students 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.

Note: 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.

LLM Thesis

Grading: INP, COM, N, F.

LAW 690  Units: 1.5-3.0  
Directed Studies in Law

Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registering in this course.

Note: May be taken more than once for credit in different topics. Pro Forma required.

LAW 693  Units: 3.0  
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

Prerequisites: 693

Grading: INP, COM, N, F.

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.

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 531, IED 531.
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
Note: May be taken more than once for credit in different topics.
Prerequisites: 503 or 508 or equivalent.

LING 601  Units: 1.5  Current Directions in Syntactic Theory
Selected topics reflecting current research in syntactic theory.
Grading: INP, COM, N, F.

LING 602  Units: 1.5-3.0  Current Directions in Phonological Theory
Selected topics reflecting current research in Phonological Theory.
Grading: INP, COM, N, F.

LING 603  Units: 1.5 or 3.0  Individual Studies
A research topic will be pursued in depth under the direction of the student's supervisor. Students are expected to write a research paper (or papers) and to present a colloquium based on their work.
Grading: INP, COM, N, F.

LING 693  Units: 3.0  Candidacy Examination
The candidacy requirement must be satisfied within two years of registration in the doctoral program (see Faculty of Graduate Studies regulations). 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: Credit to be determined; normally 18 units.
Prerequisites: 693.
Grading: INP, COM, N, F.

MATH 511  Units: 1.5  Topics in Matrix Theory and Linear Algebra

MATH 520  Units: 1.5  Number Theory

MATH 522  Units: 1.5  Combinatorics
Prerequisites: Permission of the department.

MATH 523  Units: 1.5  Graph Theory
Prerequisites: Permission of the department.

MATH 529  Units: 1.5  Topics in Discrete Mathematics
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 530  Units: 1.5  Real Analysis
Abstract measure and integration; product measures; measures on locally compact spaces and the Riesz representation theorem; the Stone-Weierstrass theorem.

MATH 531  Units: 1.5  Functional Analysis

MATH 532  Units: 1.5  Introduction to Operator Theory

MATH 533  Units: 1.5  Topics in Operator Theory and Operator Algebras
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 535  Units: 1.5  Topics in Analysis
Topics may include some of the following: ergodic theory, dynamical systems, potential theory, harmonic analysis.
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 538  Units: 1.5  Complex Analysis
Topics chosen from: conformal mappings, the Riemann mapping theorem, the maximum principle, infinite products, Picard’s theorem, normal families, Hp-spaces, approximation by rational functions, the Riemann zeta function, analytic continuation and Riemann surfaces.
Prerequisites: 330B or 338 or 438 or equivalent.

MATH 540  Units: 1.5  Topology

MATH 549  Units: 1.5  Hours: 3-0  Also: MATH 449  Scientific Computing
Note: Credit will be granted for only one of 549, 449 if taken in the same topic.
Prerequisites: 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 Chair of the department.

MATH 551  Units: 1.5  Differential and Integral Equations
MATH 555  Units: 1.5  Topics in Probability  
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 560  Units: 1.5  Mathematical Models  
The formulation, analysis and interpretation of mathematical models of selected scientific topics.

MATH 563  Units: 1.5  Algebraic Number Theory  

MATH 570  Units: 1.5  Optimal Control Theory  
Formulation of calculus of variations and optimal control problems. Euler and Jacobi necessary conditions. Method of dynamic programming. Existence and regularity of optimal controls. Optional topics may include: stochastic optimal control of discrete systems; optimal control and optimal stopping of Markov diffusion processes governed by stochastic differential equations and optimal control of piecewise deterministic processes.

MATH 575  Units: 1.5  Topics in Mathematical Biology  
Possible topics include population modelling, infectious disease dynamics, models of neuronal networks and models of gene regulatory networks.  
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 580  Units: 1.5  Topics in Pure Mathematics  
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 581  Units: 1.5  Directed Studies  
Directed studies may be available in the areas of faculty interest.  
Note: May be taken more than once for credit in different topics with permission of the Chair of the department. Pro Forma required.

MATH 585  Units: 0 or 1.5  Seminar  
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences. An INP grade may be assigned.

MATH 586  Units: 0 or 1.5  Operator Theory Seminar  
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 587  Units: 0 or 1.5  Applied Math Seminar  
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 588  Units: 1.5  Discrete Mathematics Seminar  
Note: May be taken more than once for credit with permission of the Chair of the department.

MATH 591E  Units: 1.5  Topics in Mathematics for Secondary Teachers  
Intended for students enrolled in a master's program specializing in Mathematics Education but open to students enrolled in other master's programs in Education. One of the four topics: Geometry, Mathematical Modelling, Data Analysis, History and Philosophy of Mathematics will be taught in a given term. Topics will be rotated each term the course is offered.  
Note: May be taken more than once for credit in different topics.  
Prerequisites: 3 units of mathematics courses numbered 300 or higher.

MATH 599  Units: 6.0  Master’s Thesis  
Grading: INP, COM, N, F.

MATH 690  Units: 1.5 to 3.0  Directed Studies  
May be available in areas of faculty interest.  
Note: May be taken more than once for credit in different topics with permission of the Chair of the department. Pro Forma required.

MATH 693  Units: 3.0  Candidacy Examination  
Grading: INP, COM, N, F.

MATH 699  Units: 21.0-30.0  Dissertation  
Corequisites: 693  
Grading: INP, COM, N, F.

MBA  Master of Business Administration  
Sardul S. Gill Graduate School of Business  
PhD program in International Management and Organization is found under the BUS course code.

MBA 500  Units: 3.0  Essentials of Business and Leadership  
An intensive (full-time) module that constitutes the first month of the MBA program for all Daytime and Evening students. Content includes accounting, writing and research skills; decision-making and case analysis; teamwork and presentations skills; a business simulation; guest speakers; and orientation and social activities.  
Note: Prerequisite to MBA Foundation module. Attendance and participation are mandatory.  
Grading: An INP grade may be assigned.

MBA 501A  Units: 0  Integrative Management Exercise (IME)  
The first of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501A IME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IME exercise. This IME takes place on campus.  
Note: Attendance and participation are required. Registration in MBA 501A is for the domestic, “on campus” IME.  
Grading: INP, COM, N, F.

MBA 501B  Units: 0  International Integrative Management Exercise (IME)  
The second of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501B IME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IME exercise. This IME takes place in an international setting.  
Note: Attendance and participation are required. Registration in MBA 501B is for the international, “off campus” IME.  
Grading: INP, COM, N, F.

MBA 502  Units: 0  Professional Development  
A course of sessions/activities, delivered throughout the Foundation of the MBA program, providing practical knowledge and practice in areas vital for professional success in the business world. Content includes: skills training; co-op and career preparation; mentor program and networking events; guest speakers; and IME (Integrative Management Exercise) prep/debriefing.  
Note: Students are required to register in this course for the duration of the Foundation module courses.  
Grading: INP, COM, N, F.

MBA 510  Units: 1.5  Marketing Management  
Controllable and uncontrollable marketing variables that managers face in today’s business environment. Topics include factors affecting consumer demand and methods of satisfying it, market structure, and product selection, distribution, promotion, pricing and market research. The course structure, exercises, projects and case problems are all designed to develop the students’ ability to generate effective marketing strategies in the face of uncertainty.

MBA 511  Units: 1.5  Services Marketing  
Intended for those students who are interested in working in service industries and addresses the distinct needs and problems of service organizations in the area of marketing. Topics include: the difference between service marketing and traditional marketing approaches; market research; managing demand for services; integrated services marketing communication; services pricing; and the overlap of marketing/operations/human resource systems in service organizations.  
Note: Not open for students with credit in the Service Management module courses previously offered under MBA 595.  
Prerequisites: 510.  
Corequisites: Part of the Service Management Module and must be taken concurrently with 512 and 513.

MBA 512  Units: 1.5  Quality Management and Service Operations  
Intended for students who are interested in managing and improving service firms across many industries, including: financial services, health care, hospitality, retail and professional service firms. The course 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, and service innovation and technology.  
Note: Not open to students with credit in the Service Management module courses previously offered under MBA 595.  
Corequisites: Part of the Service Management Module and must be taken concurrently with 512 and 513.
MBA 513  
Issues in Service Technology and HR Management  
Units: 1.5  
Intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the areas of human resource management and IT management. Topics include: e-service and the role of technology; customer relationship management (CRM); managing the organizational culture; impact of cultural differences on customer service; management and motivation of knowledge workers; customer self-service technology; and the service profit chain.

Note: Not open to students with credit in the Service Management module courses previously offered under MBA 595.

Corequisites: Part of the Service Management Module and must be taken concurrently with 511 and 512.

MBA 514  
Business and Sustainability  
Units: 0.5  
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.

Note: Credit will be granted for only one of 514, 580, 595 (if taken in the same topic).

MBA 515  
Applied Managerial Economics  
Units: 1.0  
Applies economic principles to the analysis of corporate problems. Topics include product, risk and business opportunity analysis, production costs and profit maximization, the determination of prices and output under different market structures, investment decisions, and economic forecasting.

MBA 520  
Financial and Managerial Accounting  
Units: 1.5  
The external analysis of corporate financial reports, focusing on the reconstruction of financial events from published accounting statements. Topics also include short term financial decisions, and discussion of the nature, analysis and control of costs, product costing, and the use of accounting information in management decisions.

MBA 521  
Leadership Strategies  
Units: 1.5  
Also: COM 410  
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 521, COM 410.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 522  
Business and the Internet  
Units: 1.5  
Also: COM 415  
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 522, COM 415.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 524  
Corporate Finance  
Units: 1.5  
Also: COM 445  
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 524, COM 445.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 525  
Investments  
Units: 1.5  
Also: COM 446  
Covers the fundamental principles that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, information efficiency, asset pricing models, valuation and trading of stocks, bonds, options and futures.

Note: Credit will be granted for only one of 525, COM 446, 450 (if taken in the same topic), ECON 435.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 529  
International Logistics and Supply Chain Management  
Units: 1.0  
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.

Note: Credit will be granted for only one of 529, MGB 519.

Prerequisites: Completion of the MBA Foundation Module or permission of the Program Director.

Corequisites: Part of the International Business module and must be taken concurrently with 571, 572 and 573.

MBA 530  
Managerial Finance  
Units: 1.5  
An introduction to corporate financial management. The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions. Main topics include discounted cash flow techniques, the valuation of financial assets, financial statement analysis, capital budgeting decisions, risk and return tradeoffs, diversification and portfolio theory, capital market efficiency, and the cost of capital to the firm.

MBA 531  
Taxation for Managers  
Units: 1.5  
Also: COM 425  
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 531, COM 425.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 535  
Operations Management  
Units: 1.5  
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.

MBA 540  
Applied Data Analysis and Decision Analysis  
Units: 1.0  
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 students develop analysis and decision-making skills. Topics include collecting, summarizing, organizing and extracting data; probability theory and risk in decision making; and One-Way Analysis of Variance and Regression Analysis.

MBA 544  
Information Technology in the Organization  
Units: 1.0  
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 inter-networked enterprise. Cases and other assignments will be used to illustrate the evolving role of IS and networks in today’s interconnected organization both within and external to it.

MBA 550  
Strategic Analysis and Action  
Units: 1.5  
Introduces the integrative nature of management. Explores the overall general management of the organization, and the formulation, development and implementation of the strategic direction of the firm. Intended to develop an appreciation of the role of a general manager from a conceptual as well as an operational standpoint.

MBA 553  
Managing People and Organizations I  
Units: 1.5  
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.

MBA 555  
Managing People and Organizations II  
Units: 1.0  
Examines the issues in managing employees in organizations. Topics include recruitment and hiring, retention practices, performance review, compensation design, layoffs and selected employment and human rights legislation.
**MBA 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-hiring issues, employer/employee rights and obligations, termination of employment and post-termination obligations.  
**Note:** Credit will be granted for only one of 558, COM 403, 450 (if taken in the same topic).  
**Prerequisites:** Completion of the MBA Foundation module or permission of the Program Director.  

**MBA 560**  
Units: 0.5  
**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 manufacturing, delivery and marketing of goods and services, the creation and protection of confidential information and other intellectual property, and risks arising from employment and contractor relationships. Also reviews risk management strategies available under the law of tort and contract.  

**MBA 561**  
Units: 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 the essential elements of a business plan, the catalyst for skill development of entrepreneurial new venture ideas.  
**Note:** Not open to students with credit in the Entrepreneurship module courses previously offered under 595.  
**Corequisites:** Part of the Entrepreneurship Module and must be taken concurrently with 562 and 563.  

**MBA 562**  
Units: 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 module courses previously offered under 595.  
**Corequisites:** Part of the Entrepreneurship Module and must be taken concurrently with 561 and 563.  

**MBA 563**  
Units: 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 module courses previously offered under 595.  
**Corequisites:** Part of the Entrepreneurship Module and must be taken concurrently with 561 and 562.  

**MBA 570**  
Units: 1.0  
**International Business Environment**  
An introduction to the international business environment. Topics include the evaluation of economic platforms, the determinates of foreign currency values, problems of adaption to different cultural, political, social, legal and economic environments, and an analysis of the key managerial problems encountered by firms operating in international markets.  
**Note:** Credit will be granted for only one of 570, MGB 516.  
**Prerequisites:** Completion of the MBA Foundation Module or permission of the Program Director.  

**MBA 571**  
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, balance of payments, exchange rate determination, foreign currency derivatives, risk management techniques, and financing the firm in global financial markets.  
**Note:** Credit will be granted for only one of 571, MGB 516.  
**Prerequisites:** Completion of the MBA Foundation Module or permission of the Program Director.  
**Corequisites:** Part of the International Business module and must be taken concurrently with 529, 572 and 573.  

**MBA 572**  
Units: 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.  
**Note:** Credit will be granted for only one of 572, MGB 516.  
**Prerequisites:** Completion of the MBA Foundation Module or permission of the Program Director.  
**Corequisites:** Part of the International Business module and must be taken concurrently with 529, 571 and 573.  

**MBA 573**  
Units: 1.0  
**Managing People and Relationships in a Global Context**  
An examination of the issues involved in managing subordinates and partners in an international context. Particular attention will be paid to how internationalization poses additional challenges to the development of human resources management practices and how cultural values affect interpersonal relationships.  
**Prerequisites:** Completion of the MBA Foundation Module or permission of the Program Director.  
**Corequisites:** Part of the International Business module and must be taken concurrently with 529, 571 and 572.  

**MBA 575**  
Units: 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.  
**Prerequisites:** Permission of the department.  

**MBA 585**  
Units: 0.5  
**Consulting Methods**  
Designed to provide an overview of management consulting. The main objective is to help students gain an understanding of management consulting skills and competencies. These consulting skills can be used in the pursuit of a consulting career or integrated as part of general management knowledge. Designed to prepare students for MBA 501 Integrated Management Exercises and MBA 596 Consulting Project.  

**MBA 588**  
Units: 1.0-7.5  
**Study Abroad**  
Students register in this course while participating in a formal academic exchange with a university outside of Canada.  
**Note:** May be taken more than once for credit to a maximum of 7.5 units.  

**MBA 590**  
Units: 1.0-3.0  
**Directed Study**  
The content, credit value, and method of evaluation must be approved by the Director as well as the instructor offering the area of individual study prior to registration.  
**Note:** May be taken more than once for credit in different topics. Pro Forma required.  

**MBA 595**  
Units: 0.5-5.0  
**Special Topics in Business Administration**  
Course content will reflect the interests of the faculty members and current issues in business and industry. Topics will vary annually.  
New specialization modules will also be introduced under MBA 595.  
**Note:** May be taken more than once for credit in different topics.  

**MBA 596**  
Units: 3.0  
**Management Consulting Report**  
An individual or group consulting report. Participating students work individually or are placed into small teams and under faculty supervision, maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed oral and written recommendations.  
**Grading:** INP, COM, N, F.  

**MBA 598**  
Units: 3.0  
**Research Report**  
A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty adviser.  
**Note:** Students choosing to take MBA 598 Research Report, rather than MBA 596 Management Consulting Report, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to 585. Students choosing 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.
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 528, 620.

MECH 531 Units: 1.5
Fluid Mechanics

MECH 533 Units: 1.5
Computational Fluid Dynamics and Heat Transfer

MECH 536 Units: 1.5
Microfluidics

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 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

MECH 542 Units: 1.5
Energy Systems and Exergy Analysis

MECH 543 Units: 1.5
Cryogenic Engineering

MECH 544 Units: 1.5
Renewable Energy
Overview of major classes of renewable energy: solar photovoltaic, wind, biomass, hydro, solar thermal, tidal and wave. Examination of renewable energy from the perspective of: (1) extent, distribution and accessibility of the resource, (2) technologies for the conversion of the resource (3) current applications, and (4) prospects for future implementation.

MECH 549 Units: 1.5
Fuel Cell Technology

MECH 550 Units: 1.5
Advanced Control Theory

MECH 551 Units: 1.5
Advanced Kinematics of Manipulators
The material covered includes: point and direction, and line and screw motion description; homogeneous line and screw coordinate, and quaternion representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transformations; local and globally optimum solution of redundant rates; overdetermined and near degeneration solutions; mult-serial 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 554, 550 if taken in the same topic.

MECH 555 Units: 1.5
Micro-ElectroMechanical Systems

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 systems; other key issues in HEV design and developments; HEV related design project and case study.

Note: Credit will be granted for one of 558, 560 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

MECH 563 Units: 1.5
Finite Element Analysis
Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. Application to problems of stress analysis, vibrations, heat transfer and fluid flow. 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 565, 664.

MECH 571 Units: 1.5
Fracture, Fatigue and Mechanical Reliability

Prerequisites: 320 or equivalent.

MECH 573 Units: 1.5
Ferrous and Non-Ferrous Metals
The iron-carbon and iron-cementite phase diagrams; nucleation and growth of microstructural constituents; the martensite phase transformation; time-temperature-transformation (TTT) curves; properties affected by quenching, tempering and annealing; alloy additions; structural, high strength and specialty steels; welding; tool and stainless steels; cast iron; super alloys; metal matrix composites.

MECH 575 Units: 1.5
Engineering Ceramics
Engineering ceramics: structure, properties and applications. Topics to be covered: historical significance of ceramics; definition of ceramics and glasses; structures of ceramics; glasses and glass ceramics; properties and applications of oxide and silicate ceramics; properties and applications of carbide, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

MECH 577 Units: 1.5
Formerly: 545
X-ray Analysis of Engineering Materials
COURSE LISTINGS

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.

MECH 595 Units: 1.5
Seminar
Participation in a program of seminars by internal and external speakers on current research topics. All MASc students will be required to give a seminar on their thesis research during the second year of the program.

Grading: INP, COM, 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
Advanced Engineering Analysis
An introduction to advanced mathematical methods used in engineering analysis. The focus will be on the application of mathematics to engineering rather than the rigorous proof of mathematical concepts. Topics will cover matrix and linear algebraic methods, solution of ordinary and partial differential equations, and numerical analysis.

Grading: INP, COM, N, F.

MECH 693 Units: 3.0
Candidacy Examination
PhD students enrol in MECH 693 for the duration of their preparation for the candidacy examination. This begins at the time the PhD student first enrolls in the PhD program and continues until the candidacy examination has been completed.

Grading: INP, COM, N, F.

MECH 695 Units: 1.5
Seminar
Participation in a program of seminars by internal and external speakers on current research topics. Normally, all PhD students are required to give two seminars on their thesis research within 16 months and 34 months of registration.

Grading: INP, COM, N, F.

MECH 699 Units: 27.0
PhD Dissertation
Prerequisites: 693
Grading: INP, COM, N, F.

MGB

Master of Global Business
Sardul S. Gill Graduate 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.

Note: Credit will be granted for only one of 577, 545.

MGB 181 Units: 1.0
Formerly: 581
Language Skills II
Further development of the language skills learned in 180.

Note: Credit will be granted for only one of 181, 581.

Pre- or corequisites: 180

MGB 182 Units: 1.0
Formerly: 582
Language Skills III
Further development of the language skills learned in 181.

Note: Credit will be granted for only one of 182, 582.

Pre- or corequisites: 181

MGB 501 Units: 1.0
The North American Business Context
Examines the socio-economic and legal factors that impact doing business in North America. Topics include the Canadian business context, legal system, human rights and employment legislation, labour practices and taxation issues. In addition, students are exposed to the trade relationships among Canada, the United States and Mexico (NAFTA).

Grading: INP, COM, N, F.

MGB 510 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 510, MBA 571.

MGB 511 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 516, MBA 572.

MGB 512 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 519, MBA 529.

MGB 513 Units: 1.0
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 of the world, 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 each of the first three program modules has prepared students for global business.

Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.

Grading: INP, COM, N, F.

MGB 514 Units: 1.0
Global Leadership and Cultural Intelligence
An examination of the various dimensions of 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.

Grading: INP, COM, N, F.

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 516, MBA 572.

MGB 517 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 519, MBA 529.

MGB 518 Units: 1.0
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 of the world, 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 each of the first three program modules has prepared students for global business.

Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.

Grading: INP, COM, N, F.

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 519, MBA 529.

MGB 520 Units: 1.5
Industry Analysis and the Asian Business Context
An overview of business operations in industries such as steel, food processing, ship building, fishery, petroleum and high tech. Also examines how firms in these industries deal with threats and opportunities in a global setting as well as in an Asian business context.

MGB 525 Units: 1.5
Business Development and Asia’s Entrepreneurial Environment
Examines the analyses and knowledge needed for successful new global business ventures as well as within Asia’s entrepreneurial environment. Emphasis will be given to the various stages in the development of a business plan, from idea development to the 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.

Grading: INP, COM, N, F.

MGB 536 Units: 2.0
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.

Grading: INP, COM, N, F.

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 of the world, 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 each of the first three program modules has prepared students for global business.

Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.

Grading: INP, COM, N, F.

MGB 540 Units: 1.0
Global Leadership and Cultural Intelligence
An examination of the various dimensions of 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.

Grading: INP, COM, N, F.

MGB 541 Units: 1.0
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 of the world, 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 each of the first three program modules has prepared students for global business.

Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.

Grading: INP, COM, N, F.

MGB 542 Units: 1.0
Global Leadership and Cultural Intelligence
An examination of the various dimensions of 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.

Grading: INP, COM, N, F.
Comprehensive Examination

MRNE 501
Grading:
MICR 699
Grading:
MICR 599
Grading:

ent topics. Pro Forma required.

analysis of recent advances. The student's graduate

able for assignment. Topics will be restricted to an

MICR 570
Grading:

Prerequisites: Completion of all MICR courses except

570, 580, 582, 596 or 598, 801.

Grading: INC, COM, N, F.

MUS

Music
School of Music
Faculty of Fine Arts

MUS 500
Units: 1.5
Selected Problems in Theory and Analysis
Note: May be taken more than once for credit at the
discretion of the School.

MUS 501
Units: 1.5
Seminar in Musical Notations

MUS 502
Units: 1.5
Musical Aesthetics and the Theory of Criticism

MUS 503
Units: 1.5
Introduction to Graduate Study and Music
Bibliography
Note: All students in musicology must register for this
course in their first term of graduate study.

MUS 504
Units: 1.5
Seminar in Performance Practices
Note: May be taken more than once for credit at the
discretion of the School.

MUS 506A
Units: 1.5
Advanced Recording Techniques
Advanced study to the theory and practice of recording
audio technology, studio techniques and procedures.
Study to include: advanced stereo microphone techniques, introduction to surround
sound, high resolution formats including SACD,
DVD-A, DSD, electroacoustic measurements and
multi-track recording and theory. Practical work
includes recording sessions, mixing and producing.

MUS 506B
Units: 1.5
Sound Recording Seminar
Advanced study of sound recording and music pro-
duction techniques using the production of a full
length CD or DVD as a model. Topics will include
techniques in audio post-production and editing with
advanced equipment, music production, location
recording, and readings of current research and
technical papers. Requires the completion of a full
length CD or DVD project.
Prerequisites: 506A or permission of the School.

MUS 507
Units: 3.0
Computer Music Seminar

MUS 508
Formerly: 506
Musical Acoustics
The physics of musical sound and the acoustics of
musical instruments. Timbre, scales, tuning and
temperament. An introduction to psychoacoustical
issues.
Note: Credit will be granted for only one of 508, 506.

MUS 530
Units: 1.5
Topics in Musicology Before 1750
Note: May be taken more than once for credit in differ-
etent topics.

MUS 531
Units: 1.5
Topics in Musicology After 1750
Note: May be taken more than once for credit in differ-
etent topics.

MUS 532
Units: 1.5
Comparative Topics in Musicology
Note: May be taken more than once for credit in differ-
etent topics.
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.

**Grading:** INC, COM, N, F.

**MUS 588**
**Units:** 1.0
**MMus Practicum**
Recital for performance candidates 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 at the discretion of the School.

**Grading:** INC, COM, N, F.

**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:** INC, COM, N, F.

**MUS 598A**
**Units:** 1.5
**MMus Practicum**
Degree recital required for performance candidates in final year.

**Grading:** INC, COM, N, F.

**MUS 598B**
**Units:** 3.0
**MMus Graduating Compositions**

**Grading:** INC, COM, N, F.

**MUS 599**
**Units:** 3.0
**MA Thesis**

**Grading:** INC, COM, N, F.

**MUS 689**
**Units:** 1.5
**Dissertation Proposal**
For candidates for the PhD in Musicology.

**Grading:** INC, COM, N, F.

**MUS 690**
**Units:** 1.5 or 3.0
**Directed Studies**
Note: May be taken more than once for credit at the discretion of the School.

**MUS 693**
**Units:** 3.0
**PhD Candidacy Examinations**
Students enrol in MUS 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed.

**Grading:** INC, COM, N, F.

**MUS 699**
**Units:** to be determined
**PhD Dissertation**

**Note:** Credit to be determined.

**Prerequisites:**

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

**NRSC Neurosciences**
**Division of Medical Sciences**

**NRSC 500**
**Units:** 1.5
**Fundamentals of Neurosciences**
This is a broad course that is team-taught by Cellular and Cognitive Neuroscience faculty. The course covers the essential basics of current neuroscience and introduces students to specific faculty research interests.

**Notes:** This course is required for all students enrolled in the Neuroscience Graduate Program.
- This course runs from September to April.

**NRSC 501A**
**Units:** 1.5
**Advanced Topics in Cellular Neurosciences I**
Seminar on current topics in Cellular Neurosciences.

**Note:** For admitted Neuroscience students, this course is required in the first year of their program. The course runs from Sept to April. A grade of INP (in progress) will be given until the second enrolled semester is completed.

**NRSC 501B**
**Units:** 1.5
**Advanced Topics in Cognitive Neurosciences I**
Seminar on current topics in Cognitive Neurosciences.

**Note:** For admitted Neuroscience students, this course is required in the first year of their program. The course runs from Sept to April. A grade of INP (in progress) will be given until the second enrolled semester is completed.

**NRSC 502A**
**Units:** 1.5
**Advanced Topics in Cellular Neurosciences II**
Seminar on current topics in Cellular Neurosciences.

**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 Sept to April.

**Prerequisites:** 501A

**Grading:** INC, COM, N, F.

**NRSC 502B**
**Units:** 1.5
**Advanced Topics in Cognitive Neurosciences II**
Seminar on current topics in Cognitive Neurosciences.

**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 Sept to April.

**Prerequisites:** 501B

**Grading:** INC, COM, N, F.

**NRSC 587**
**Units:** 1.5 - 3.0
**Advanced Topics in Neurosciences**
Topics of current interest in Neuroscience.

**Notes:** This course is required for all students enrolled in the Neuroscience Graduate Program.
- This course runs from September to April.

**NRSC 590**
**Units:** 1.5 - 3.0
**Directed Studies in Neurosciences**
Research projects or directed readings.

**Notes:** May be taken more than once under the supervision of an appropriate Neuroscience faculty member.
- Pro Forma and permission from Director of the Neuroscience program required.

**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:** INC, COM, N, F.

**NRSC 599**
**Units:** 9.0
**MSc Thesis**
A thesis comprising an original scientific study and/or scientific analysis of a problem germane to contemporary neuroscience.

**Prerequisites:** NRSC 595 or equivalent

**Grading:** INC, COM, N, F.

**NRSC 687**
**Units:** 1.5 - 3.0
**Advanced Topics in Neurosciences**
Topics of current interest in Neuroscience.

**Notes:** May be taken more than once under the supervision of an appropriate Neuroscience faculty member.
- Pro Forma and permission from Director of the Neuroscience program required.

**NRSC 690**
**Units:** 1.5 - 3.0
**Directed Studies in Neurosciences**
Research projects or directed readings.

**Notes:** May be taken more than once under the supervision of an appropriate Neuroscience faculty member.
- Pro Forma and permission from Director of the Neuroscience program required.

**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 Ph.D. program.
Students transferring from the M.Sc. to the Ph.D. program must complete the exam with 18 months from their entry into the Ph.D.

Note: Students enroll in NRSC 693 upon registering in the Ph.D. program (or upon switching to the Ph.D. program from the M.Sc. program) and remain enrolled until all candidacy requirements are complete.

Grading: INP, COM, N, F.

NRSC 699  
PhD Dissertation  
A dissertation containing an original scientific study which adds new knowledge to the field of neuroscience.

Note: MSc students require 21 units to fulfill the program requirements. BSc students will receive 30 units to fulfill the program requirements.

Prerequisites: NRSC 693 or equivalent

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 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 571, NURA 531.

Prerequisites: 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 572, NURA 532.

Prerequisites: 570, 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 observations of expert teachers in clinical, academic, and/or community settings.

Prerequisites: 570, 571, 572.

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.

Prerequisites: 570, 571, 572, 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, NUNP, NURA, NURP and NURS.

NUNP 531  
Units: 1.5  
Applied Pathophysiology  
Provides students with the advanced knowledge of pathophysiology required to understand, diagnose and treat health and illness in primary health care contexts. Includes an overview of individual and family growth and development as well as the epidemiology of health and disease across the lifespan.

Students will learn about the etiology, signs and symptoms, assessment and treatment of common acute/episodic health conditions, diseases or disorders and chronic illnesses prevalent across the lifespan.

NUNP 532  
Units: 1.5  
Pharmacological Interventions in Health and Illness  
An opportunity for students to gain advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students will learn about evidence 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 integrating and consolidating their practice as family nurse practitioners. Also designed to ensure that students are prepared to meet the regulatory requirements to achieve a Family NP designation. The main focus will be on students engagement of 200 hours of direct practice under the guidance of a faculty instructor and practice mentor(s). In addition to integrating and consolidating the theory and practice they have developed in NUNP 543/544, 545/546 and 547/548 students will increasingly take on leadership roles. This will include addressing gaps in needed health services, promoting continuity of health care and fostering prevention and health promotion programs. Students will draw on their knowledge about the health impact of community or population transitions as well as their knowledge of individual and family experiences in providing such leadership. There will be a required onsite component in this course.

Grading: INP, COM, N, F.

NUNP 540  
Units: 1.5  
Advanced Assessment and Diagnostic Reasoning Theory  
The theoretical knowledge, judgment, skills, and abilities required by advanced practice nurses, specifically nurse practitioners, to assess individuals across the lifespan, families, and communities. Includes comprehensive and holistic health assessments that integrates the psychosocial, emotional, ethnic, cultural, and spiritual dimensions of health, health promotion and disease prevention, and diagnostic reasoning. Integration of an advanced practice nursing perspective will help students critique various approaches to assessment of health and illness.

Notes: - Credit will be granted for only one of 533, 540.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite course they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532 upon enrollment in 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in 540.

Prerequisites: 531, 532.

Corequisites: 541 Advanced Assessment and Diagnostic Reasoning Practice must be taken concurrently with 540.
NUNP 541 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 childbearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention are explored within the community context. After completion of the theory component, students will receive a letter grade.

Notes: - Credit will be granted for only one of 543, 534, 550.

NUNP 543 Units: 1.5
Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult I)
An opportunity for 150 hours of practice experience through the application of theoretical knowledge required by advanced practice nurses, specifically nurse practitioners and other advanced practice nurses, to care for 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 role and responsibilities. There will be a required onsite component to this course. Upon completion of the practice component, students will receive a pass/fail grade.

Notes: - Credit will be granted for only one of 544, 534, 551.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite, they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540 and 541 upon enrolment in 543/544 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 543/544.

Prerequisites: 531, 532, 540, 541.
Corequisites: 543 Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) must be taken concurrently with 544.
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 childbearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention 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 543, 535, 560.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite, they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543, and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

Prerequisites: 531, 532, 540, 541, 543, 544.
Corequisites: 546 Integrated Primary Health Care and Advanced Practice Nursing: II (Practice) must be taken concurrently with 545.

NUNP 546 Units: 1.5
Integrated Primary Health Care and Advanced Practice Nursing: II (Practice) (Childbearing/ rearing Families and Children)
An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives gleaned from 545 as well as from core courses within the program is sought. There will be a required onsite component to this course. Upon completion of the practice component, students will receive a pass/fail grade.

Notes: - Credit will be granted for only one of 544, 535, 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 531, 532, 540, 541, 543, and 544 upon enrolment in 547/548 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 547/548.

Prerequisites: 531, 532, 540, 541, 543, 544.
Corequisites: 548 Integrated Primary Health Care and Advanced Practice Nursing: III (Practice) must be taken concurrently with 547.

NUNP 548 Units: 1.5
Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) (Adult II)
An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives gleaned from 547 as well as from core courses within the program is sought. There will be a required onsite component to this course. At the completion of the practice component, students will receive a pass/fail grade.

Notes: - Credit will be granted for only one of 548, 534, 551.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite, they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543, and 544 upon enrolment in 547/548 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 547/548.

Prerequisites: 531, 532, 540, 541, 543, 544.
Corequisites: 549 Integrated Primary Health Care and Advanced Practice Nursing: III (Practice) must be taken concurrently with 548.
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
NUR 519 Leadership in Advanced Practice Nursing II: Systems Leadership and Health Policy
Exploration of the influences and effects of contemporary organizational leadership practices related to quality improvement and patient safety in rapidly evolving complex health care systems. Examination of the impact of current organizational structures and discourses on the delivery of health care, the development of health policy, and the enactment of advanced practice nursing.

Pre- or corequisites: 516, 507 or permission of the department.

NURP 598 Practice Project
Formerly: 597
Designed for students not completing the Thesis Option (NURP 599). Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students’ graduate experience and contribute to their development as a leader in nursing. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

Notes: - Credit will be granted for only one of 598, 597.
- The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

Grading: INP, COM, N, F.

NURP 599 Thesis
An alternative to the Practice Project (NURP 598). Students working independently, with faculty guidance, complete a thesis that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. 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.

NUR 509 Leaders in Advanced Practice Nursing: Systems Leadership and Health Policy
Exploration of the influences and effects of contemporary organizational leadership practices related to quality improvement and patient safety in rapidly evolving complex health care systems. Examination of the impact of current organizational structures and discourses on the delivery of health care, the development of health policy, and the enactment of advanced practice nursing.

Pre- or corequisites: 516, 507 or permission of the department.

NUR 516 Leadership in Advanced Practice Nursing I: Leadership Nursing
Exploration of advanced practice nursing and critical reflection on practice approaches for working with clients, families and communities. Review of APN competencies that will be further developed in 517 and 518. Goal is to develop knowledge, experiences and skills relevant to providing leadership and working collaboratively with specific patient/client populations, with nurses and other health care providers.

Pre- or corequisites: NURS 506, 507 or permission of the department.

NUR 517 Nursing Praxis I: Population and Setting of Practice
Furthers students’ integration of their evolving knowledge of Advanced Practice Nursing through practice with particular populations in various settings. Using the MN curriculum framework, students will reflect critically on the CNA competencies for Advanced Practice Nursing and will develop a personalized learning plan that addresses their learning needs. In collaboration with a field guide, students will engage in a minimum of 104 practice hours exploring Advanced Practice Nursing with a focus on leadership competencies and using technology to support and document their progress.

Pre- or corequisites: 517, 519.

Grading: INP, COM, N, F.

NURS 510 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: NUHI, NUED, NUNP, NURP and NURS.

NURS 506, 507 or permission of the department.

NURS 500 Introduction to Academic Scholarship
Introduces academic writing as a recursive process. Students will learn to identify their writing obstacles and error patterns and how to resolve these; practice revising and editing their work; become familiar with different academic genres, in particular the argument and the literature review; and plan for writing for publication.

NURS 503 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.

Prerequisites: 508 or permission of the department.

NURS 504 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.

Prerequisites: 508 or permission of the department.

NURS 505 Philosophical Knowledge and Advanced Practice Nursing
Explores philosophical discourses in the study of nursing. Particular emphasis is placed on contemporary debates with a view to conceptual clarification. Introduces a philosophical framework that includes ontological, epistemological and ethical approaches to critique and extend knowledge of/for advanced practice nursing throughout the curriculum.

Note: Credit will be granted for only one of 506, NURA 511, 512

NURS 507 Theoretical Knowledge and Advanced Practice Nursing
Examines and critiques how theories inform and shape nursing and advanced practice nursing. Students will explore theories of nursing and theories influencing nursing guided by a philosophical framework that includes ontological, epistemological and ethical approaches.

Note: Credit will be granted for only one of 507, NURA 512, 513.

Prerequisites: 506.

NURS 508 Methodological Knowledge and Advanced Practice Nursing
Explores a variety of approaches to research guided by a philosophical framework that includes ontology, epistemology and ethics. Emphasis will be placed on developing student’s abilities to critically appraise
and synthesize research studies with a view to clarity, consistency and coherence.

**Note:** Credit will be granted for only one of 508, NURA 515.

**Prerequisites:** 506.

**NURS 509**  
**Units:** 1.5  
**Health Program Evaluation: Theory and Practice**  
Theoretical perspectives on evaluation and application of principles, concepts and strategies for evaluating nursing care and health programs and services in a range of healthcare and community settings.  
**Prerequisites:** 508 or permission of the department.

**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.  
**Prerequisites:** 425 or permission of the department.

**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 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.  
**Prerequisites:** 508 or permission of the department.

**NURS 565**  
**Units:** 0.5  
**Trends and Issues in Advanced Practice Nursing I**  
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses health policy and issues related to APN.  
**Prerequisites:** 565.  
**Grading:** INC, COM, N, F.

**NURS 567**  
**Units:** 0.5  
**Trends and Issues in Advanced Practice Nursing III**  
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses professional, ethical and legal issues related to APN.  
**Prerequisites:** 565, 566.  
**Grading:** INC, COM, N, F.

**NURS 568**  
**Units:** 1.5  
**Trends and Issues in Advanced Practice Nursing II**  
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses the evolution of APN in Canada, issues related to how advanced practice nursing is defined and competencies of APN internationally, nationally and locally.  
**Grading:** INC, COM, N, F.

**NURS 569**  
**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 advisor prior to registering in this course.  
**Note:** May be taken more than once in different topics for credit in the Nursing graduate programs with prior permission of the Graduate Supervisory Committee and Nursing Advising. Pro Forma is required for registration.

**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 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 598, 597.  
- The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.  
**Grading:** INC, COM, N, F.

**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 field 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:** INC, COM, N, F.

**NURS 601**  
**Units:** 1.5  
**Philosophy in Nursing**  
Explores the range of philosophical schools of thought and traditions that have influenced the development of the discipline of Nursing. Prepares students to participate in and contribute to knowledge development that will shape the evolution of the discipline.  
**Pre- or corequisites:** 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.  
**Note:** Credit will be granted for only one of 604, 604A.  
**Prerequisites:** 601, 604A is not a pre-requisite or co-requisite of 604B.

**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.  
**Note:** Credit will be granted for only one of 604, 604B.  
**Prerequisites:** 601, 604A is not a pre-requisite or co-requisite of 604B.

**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
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 semesters.
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: The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.
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.
Note: Students will be required to take 1.5 units of 680 course work and can, with permission of their program supervisor, enrol in as many as 4.5 units of 680 course work. The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

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 proceeding with 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.
Prequisites: 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 from 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.
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| **PHIL 530** Units: 1.5 or 3.0  
Topics in Classical Logic  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 531** Units: 1.5 or 3.0  
Topics in Non-Classical Logic  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 532** Units: 1.5 or 3.0  
Topics in Inductive Logic  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 533** Units: 1.5 or 3.0  
Topics in Applied Philosophy  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 534** Units: 1.5 or 3.0  
Topics in Ethics  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 535** Units: 1.5 or 3.0  
Topics in Social and Political Philosophy  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 541** Units: 1.5 or 3.0  
Topics in Aesthetics  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 551** Units: 1.5 or 3.0  
Topics in Epistemology and Metaphysics  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 552** Units: 1.5 or 3.0  
Topics in Philosophy of Language  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 590** Units: 1.5 or 3.0  
Directed Studies  
Note: May be taken more than once for credit in different topics with approval of the department. |
| **PHIL 591** Units: 1.5  
Masters Pro-seminar  
Exclusively for graduate students in philosophy. Aims to help students broaden their reading base and deepen their communication and critical skills by engaging with philosophical works and core issues in a variety of fields. |
| **PHIL 599** Units: 9.0  
MA Thesis  
Grading: INP, COM, N, F. |
| **PHSP 501** Units: 1.5  
Life Course Determinants I: Epidemiology and Biostatistics  
An applied approach grounded in population-based data, including demography. 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  
Life Course Determinants II: Epidemiology and Biostatistics  
Uses an approach grounded in population-based data, including demography. Builds upon PHSP 501, and focuses on understanding health inequities across diverse settings and populations using biostatistics and epidemiological data to describe and 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.  
Prerequisites: 501. |
| **PHSP 503** Units: 1.5  
Constructions of Health and Principles of Health Promotion  
Explores the social, cultural and behavioural constructions of health with an emphasis on critically examining the strengths and challenges of addressing complex public health issues. Includes a focus on cultural competence with an emphasis on discovering one's own cultural location and a critical examination of the intersection of discriminatory perspectives and health disparities. Health promotion principles, constructs and approaches are explored as a basis for public health practice. |
| **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 Interventions  
Focuses on the range of public health theories and intervention strategies employed in inter-professional contexts. Using the core functions framework students critically examine the strategies used to promote the health of a population including surveillance, primary health care, community development, community-based interventions and program planning. |
| **PHSP 506** Units: 1.5  
Public Health Research  
Emphasis on examining community-based research strategies to explicate applied knowledge within the field of public health. Topics include: evaluation and intervention research; interpretive research methodologies. |
| **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.  
Grading: INP, COM, N, F. |
| **PHSP 508A** Units: 1.5  
Formerly: 508B  
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.  
Note: Credit will be given for only one of 590 Special Topics: Culminating Report or 508A.  
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.  
Grading: INP, COM, N, F. |
| **PHSP 530** Units: 1.5  
Health Informatics: An Overview  
Provides an overview of current developments, issues and challenges in the emerging field of health informatics. Topics include: historical development of the field; basic foundations of health informatics, including the field’s theoretical and methodological underpinnings; a range of emerging applications in health informatics as well as approaches to understanding and evaluating these innovations.  
Note: Credit will be granted for only one of 530, HINF 572. |
| **PHSP 531** Units: 1.5  
Database Design and Data Analysis in Health Care  
Provides a background to modern database design and data analysis techniques and applications for healthcare. Database modelling (using entity-relationship diagrams) and implementation considerations are discussed, including the study of relational databases in healthcare, query languages (including SQL) and physical/logical database design. Covers key emerging topics including data analysis, data warehousing and data mining as they are applied to a range of health informatics applications.  
Note: Credit will be granted for only one of 531 or HINF 501. |
| **PHSP 532** Units: 1.5  
Public Health Informatics  
Provides a background to the emerging field of public health informatics. Topics include: informatics as a tool for managing the health of populations, including data requirements, public health surveillance systems and health information reporting systems; design of information systems used by consumers and Internet-based public health information systems; future directions and the roles of health professionals and health informaticians in public health informatics. |
| **PHSP 540** Units: 1.5  
Knowledge Development in Public Health Nursing  
Focuses on knowledge development for public health nursing emphasizing a synthesis of public health and nursing science. Explores historical and current frameworks for public health nursing practice 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... |
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.

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

**PHSP 597**  
**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.

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

**PHSP 599**  
**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 500 to 512 offered as A or B.

**PHYS 500A**  
**Units:** 1.5  
Formerly: part of 500  
**Quantum Mechanics I**  
Topics may include: one-dimensional motion, path integrals, semiclassical approximation, perturbation theory, angular momentum, central potential problems, scattering theory, quantum statistical mechanics, non-relativistic quantum field theory.

**Note:** Credit will be granted for one of 500, 500A.

**PHYS 500B**  
**Units:** 1.5  
Formerly: part of 500  
**Quantum Mechanics II**  
Further topics in advanced quantum mechanics.

**Note:** Credit will only be granted for one of 500, 500B.

**Prerequisites:** 500A, or equivalent, is recommended.

**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:** Not open for students with credit in 502.

**PHYS 502B**  
**Units:** 1.5  
**Formerly:** half of 502  
**Topics in Advanced Electrodynamics**  
**Note:** Not open for students with credit in 502.

**Prerequisites:** 502A.

**PHYS 503**  
**Units:** 3.0  
**Theory of Relativity**  
A selection of advanced topics in general relativity.

**PHYS 504**  
**Units:** 3.0  
**Atomic and Molecular Spectroscopy**  

**PHYS 505**  
**Units:** 3.0  
**Advanced Classical Mechanics**  

**PHYS 506A**  
**Units:** 1.5  
**Particle Physics I**  
An introduction to graduate-level particle physics. Topics include symmetries and conservation laws; an introduction to quantum electrodynamics and the calculation of Feynman diagrams. Reviews the strong and weak interactions. Comparisons with data from previous and current experiments are presented. Brief introductions to the electroweak interactions and particle astrophysics are also included.

**PHYS 506B**  
**Units:** 1.5  
**Particle Physics II**  
A graduate course covering the symmetries in particle physics, and the structure of the Standard Model. Topics may include: a brief introduction to Lie groups, applications to particle multiplets and representations, spontaneous symmetry breaking, Goldstone’s theorem and the Higgs mechanism.

**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**  

**PHYS 510**  
**Units:** 3.0  
**Advanced Methods in Mathematical Physics**  
A selection of advanced topics in mathematical physics and mathematical methods.

**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 511B**  
**Units:** 1.5  
**Topics in Nuclear and Particle Physics II**  
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 I**  
Topics may include: interaction of particles in matter; particle detection techniques and technologies; principles of particle accelerators; survey of existing facilities.

**Note:** May be taken more than once for credit.

**PHYS 521B**  
**Units:** 1.5  
**Techniques in Nuclear and Particle Physics II**  
May be taken more than once for credit.

**PHYS 522**  
**Units:** 1.5  
**Topics in Accelerator Physics**  

**Note:** May be taken more than once for credit.
PHYS 523 Units: 1.5
Particle Cosmology
Particle physics in the early universe. Topics may include: inflation, baryogenesis, dark matter, big bang nucleosynthesis, and perturbations in the cosmic microwave background.
Note: Credit will be granted for only one of 523, 513 (if taken in the same topic).

PHYS 534 Units: 1.5
Radiotherapy Physics I
Principles of dosimetry of ionizing radiation with emphasis on applications to radiotherapy and radiobiology. Provides the basics of linear accelerator design as well as design of X-ray generating apparatus; also provides basics of electron and photon interactions with media, energy deposition in media, and radiation protection and shielding.

PHYS 535 Units: 1.5
Radiotherapy Physics II
A continuation of 534. Covers the physics and applied dosimetry of current external and internal irradiation treatment techniques.

PHYS 539 Units: 1.5
Radiation Dosimetry
The fundamentals of radiation dosimetry, ionization cavity theories and radiation dosimetry protocols. A variety of absolute and relative dosimetry techniques are also covered, with hands-on experience provided through a series of lab exercises on medical linear accelerators. Monte Carlo simulation of radiation transport for dosimetry applications is introduced.

PHYS 540 Units: 1.5
Medical Imaging
Fundamental theory and application of medical imaging, including radiology, computed tomography, magnetic resonance imaging, ultrasound, and nuclear medicine imaging. Basic principles, image formation and reconstruction, imaging instrumentation and hardware, and current trends of each imaging modality will be given.

PHYS 544 Units: 1.5
Topics in Radiation Biophysics
Topics in radiation biophysics, including DNA strand breaks, cell survival curves, fractionation and dose rate effects, oxygen effect, relative biological effectiveness, tumour radiobiology, radiation pathology, radiobiological modelling, stochastic and deterministic effects, and molecular techniques in radiobiology.

PHYS 545 Units: 0.5
Anatomy and Physiology for the Medical Physicist
WebCT based course covering basics of anatomy and physiology. Aimed at students in medical physics who are interested in clinical and/or academic careers that will require interaction with radiation oncologists and other health care professionals.
Grading: INC, COM, N, F.

PHYS 546 Units: 0.5
Clinical Shadowing
Shadowing course designed to give the student some insight into the clinical aspects of the medical physics profession. Under the guidance of a clinical physicist, students progress through a series of clinical areas. Modules illustrate the collaborative nature of the profession and the interaction with other medical professionals.
Grading: INC, COM, N, F.

PHYS 560 Units: 0
Colloquium
Weekly physics and astronomy colloquium.
Grading: INC, COM, N, F.

PHYS 580 Units: 1.0-3.0
Directed Studies
Note: May be taken more than once for credit. Pr Forma required.

PHYS 599 Units: to be determined
MSc Thesis
Note: Credit to be determined, but normally 6 units.
Grading: INC, COM, N, F.

PHYS 600A Units: 1.5
Quantum Field Theory I
An introductory course in quantum field theory. Topics may include: canonical or path integral quantization of bosonic and fermionic fields, interacting fields and Feynman diagrams; elementary processes in quantum electrodynamics and other field theories.
Note: Credit will only be granted for one of 600A and 506B if 506B was taken in 2009 or 2010.

PHYS 600B Units: 1.5
Quantum Field Theory II
A selection of advanced topics in quantum field theory.

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 enrolls in the PhD program and unless that registration arose through the completion of an MSc-to-PhD transfer. In the latter case, the upper limit is three years from the original start date of the MSc.
Grading: INC, COM, N, F.

PHYS 699 Units: to be determined
PhD Dissertation
Note: Credit to be determined, but normally 30 units.
Corequisites: 693.
Grading: INC, COM, N, F.

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 514 or 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 Graduate Adviser.

POLI 540 Units: 1.5
International Relations
An examination of key issues and debates in the study of international relations. Involves a survey of the major literature in this field of political science.

POLI 590 Units: 3.0
Legislative Internship Report
Grading: INC, COM, N, F.

POLI 590 Units: 1.5 or 3.0
Directed Readings
590A - Political Theory
590B - Political Theory
590C - Comparative Politics
590D - Comparative Politics
590G - Contemporary Themes and Issues
590H - Contemporary Themes and Issues
590J - International Relations
590K - International Relations
590N - Canadian Federal and Provincial Politics
590P - Canadian Federal and Provincial Politics
Note: May be taken more than once for credit in different topics to a maximum of 3 units.

POLI 599 Units: 9.0
Thesis
Grading: INC, 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. Stu-
students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

Grading: COM, N, F.

POLI 605 Units: 1.5 Problems of Political Analysis
A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

POLI 606 Units: 1.5 Qualitative Research Methods
For graduate students from the departments of History and Political Science, focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods. It is intended for doctoral candidates preparing dissertation proposals.

POLI 607 Units: 1.5
Also: ADMN 605
Comparative Policy and Governance
The study of diverging governance practices and policy outcomes in different jurisdictions. Focus is on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state’s ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project. Intended for doctoral candidates preparing for a comprehensive examination in the field.

Note: Credit will be granted for only one of 507, 607, 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 610 or 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 614 or 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 Graduate Adviser.

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.

Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 502 may be taken in any one Winter Session at the discretion of the student’s Supervisor Committee.

PSYC 502 Units: 1.5-4.5
Research Apprenticeship
Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 4.5 units of 502 may be taken in any one Winter Session at the discretion of the student’s Supervisor Committee.

PSYC 503 Units: 4.0
Practicum in Clinical Psychology
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program curriculum coordinator.

Grading: INP, COM, N, F.

PSYC 504 Units: 1.5-6.0
Individual Study
Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 504 may be taken in any one Winter Session at the discretion of the student’s Supervisor Committee.

PSYC 505 Units: 4.0
Clinical Intervention Practicum
Practicum in a clinical setting with emphasis on various forms of intervention. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program curriculum coordinator.

Grading: INP, COM, N, F.

PSYC 506A Units: 1.5
Formerly: 506
Psychology Clinic Practice
Supervised psychological practice in the Psychology Clinic, Department of Psychology.

Note: May be taken more than once for credit.

Prerequisites: Acceptance to clinical psychology graduate program, with permission of instructor, and approval of the Director of Clinical Training.

Grading: INP, COM, N, F.

PSYC 506B Units: 1.5
Formerly: 506
Psychology Clinic Practice: Test Mastery
Supervised test mastery in the Psychology Clinic, Department of Psychology.

Note: Credit will be granted for only one of 506B, 506.

Prerequisites: Acceptance to clinical psychology graduate program and approval of the Director of Clinical training.

Grading: INP, COM, N, F.

PSYC 507 Units: 1.5
Personality
Note: May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student’s Supervisor Committee. 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.

Note: May be taken more than once for credit in different topics. The student must consult with the proposed research supervisor about the content and nature of the research activity prior to registration and complete a Pro Forma. The content must differ from but may be related to 599 or 699.

Prerequisites: Approval of the student's academic supervisor.
Grading: INC, COM, N, F.

PSYC 513 | Units: 1.5 - 6.0 | Quantitative Analysis
Topical seminars on specialized issues related to quantitative analysis.

Note: May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 517 | Units: 1.5 | Research Methods in Psychology
Note: May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 518 | Units: 1.5 | Psychometric Methods
Topics typically include: historical background, sample descriptive statistics, norm referencing, (e.g., percentiles, Z-scores, T-scores), criterion referencing, sensitivity/specificity, classical true score test theory, item response theory (IRT), reliability, validity, standard errors, test development, standards for clinical tests, and assessment of reliable change.

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 measures 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
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 analysis of mediation and moderation, 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, principal component factor analysis, canonical correlation analysis, multivariate analysis of variance, discriminant function analysis and logistic regression.

Prerequisites: 532

PSYC 534 | Units: 1.5 | Univariate Design and Analysis
An examination of various factorial designs for univariate data from an advanced perspective. A number of frequently used designs (e.g., completely randomized, randomized block, and repeated measures), planned comparisons, tests of the models' assumptions, expected mean squares, and interpreting interactions (e.g., simple main effects) will be covered. Students will be required to learn and use statistical software packages, such as SPSS and SAS. Time and interest permitting, a brief introduction to other modelling procedures for response time and accuracy data will be offered.

PSYC 540 | Units: 1.5 | Formerly: 515A | History and Theory in Neuropsychology
Survey of major topics and issues in clinical and experimental neuropsychology, including a historical introduction and recent material. Topics may include aphasia, agnosia, apraxia, agraphia, other clinical syndromes, and hemispheric specialization.

Prerequisites: 515 or equivalent undergraduate human neuropsychology course.

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.

Prerequisites: 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.

Prerequisites: 584 and acceptance to clinical psychology graduate program.
Corequisites: 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.

Prerequisites: 540, 545, 506B, 584, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

Grading: INC, COM, N, F.

PSYC 546B | Units: 1.5 | Advanced 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.

Prerequisites: 540, 545, 506B, 584, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

Grading: INC, COM, N, F.

PSYC 547 | Units: 1.5 | Formerly: 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
of the context in individual development.

Socialization process. Emphasis is placed on the role

issues such as concepts of change, sources of

topic perspectives with respect to central developmental

Pan. Emphasis on differences among theoretical per-

classical and contemporary

Seminar review of major classical and contemporary

evaluation of alternative time structures, change

factor-level outcomes, analysis with attri-

and joint models of change.

Note: May be taken more than once for credit in differ-

topic to a maximum of 3 units with permission of the

department.

Note: May be taken more than once for credit in differ-

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, neuro-

psychological and learning disorders in children and adolescents. Topics include the relationship among

impairment, disability, and functional status, with cur-

temporary empirically-based approaches for remediation

and/or compensation of cognitive and academic skill
deficits. Interventions will focus on individual chil-

dren and families within both educational and social

topic perspectives and their implications for the

theoretical perspectives and their implications for the

workforce. 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 in Lifespan Development
Focuses on the general linear mixed model for repeated measurements and other nested data

structures. Multilevel and structural equation models will be examined and applied to longitudinal data.

May include time invariant and time-varying covari-

ates, evaluation of alternative time structures, change

in factor-level outcomes, analysis with attri-

tion and mortality, and joint models of change.

Note: May be taken more than once for credit in differ-

topic to a maximum of 3 units with 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 experimen-

tal, 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, personali-

ty 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, per-

sonality disorders, alcoholism and other addictions,

and suicide. Attention will be given to issues of etol-

ogy, diagnosis, treatment, and impact on caregivers.

PSYC 568 Units: 1.5
Adolescence
Seminar review of theory and research examining psychological processes during adolescence. Specif-

tic topics include pubertal maturation, parent-adoles-

cent 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 differ-

topic 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 depart-

ment of Linguistics. Selected topics of interest in

understanding the acquisition of the child's first lan-

guage 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.

Note: Credit will be granted for only one of 574, 574A, 576C (if taken in the same topic).

Prerequisites: Permission of the instructor. Enrolment is limited to 5 students.

PSYC 574B Units: 1.5
Cognitive Methods: Functional Magnetic Resonance Imaging
A seminar offered in collaboration with the depart-

ment of 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 to a maximum of 6 units with permission of department.

**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.

**Note:** Credit will be granted for only one of 511, 576E (if taken in the same topic). May be taken more than once for credit in different topics to a maximum of 6 units with permission of department.

**PSYC 577** Units: 1.5
**Cognitive Seminar**
Weekly seminar throughout the Winter session, involving faculty and graduate students in the Cognitive Psychology Program. Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing cognitive psychological research.

**Note:** May be taken more than once for credit to a maximum of 9 units.

**Prerequisites:** Restricted to graduate students in the Cognitive Psychology Program or permission of the department.

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

**PSYC 579** Units: 1.5
**Special Topics in Psychology**
Seminar on special topics in the field of psychology.

**Note:** May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 581** Units: 1.5
Formerly: half of 580
**Psychopathology: Childhood and Adolescence**
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of “abnormal” behavior. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**PSYC 582** Units: 1.5
Formerly: half of 580
**Psychopathology: Adulthood**
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of “abnormal” behavior. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

**Prerequisites:** 581 and acceptance to clinical psychology graduate program.

**PSYC 583** Units: 1.5
Formerly: 535C
**Professional and Ethical Issues in Clinical Psychology**
Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations by practising psychologists related to professional and interprofessional problems encountered in practice.

**Prerequisites:** Acceptance to the clinical psychology graduate program and permission of instructor. Enrolment may be limited.

**PSYC 584** Units: 1.5
Formerly: 524A
**Clinical Assessment: 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.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**Grading:** INC, COM, N, F.

**PSYC 585** Units: 1.5
Formerly: 524B
**Clinical Assessment: Psychosocial Functioning**
Introduction to theory and practice in the psychological assessment of social, emotional and personality functioning.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**Grading:** INC, COM, N, F.

**PSYC 586A** Units: 1.5
Formerly: half of 586; 624B
**Advanced Clinical Assessment**
Advanced theory and professional issues in the psychological assessment of social, emotional and personality functioning.

**Prerequisites:** 585 and acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

**Grading:** INC, COM, N, F.

**PSYC 586B** Units: 1.5
Formerly: half of 586; 624B
**Practice in Advanced Clinical Assessment**
Supervised practice in the psychological assessment of social, emotional and personality functioning.

**Prerequisites:** 585 and acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

**Pre- or corequisites:** 586A.

**Grading:** INC, COM, N, F.

**PSYC 588** Units: 1.5
Formerly: half of 516
**Child and Adolescent Therapy**
Introduction to different theoretical approaches to child psychotherapy and a discussion of techniques; supervised experience will be offered in subsequent sections.

**Note:** May be taken more than once for credit in different topics to a maximum of 4.5 units.

**Prerequisites:** Acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

**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.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**PSYC 590** Units: 1.5
**Practical Issues and Challenges in Adult Psychotherapy**
An advanced psychotherapy course that builds upon the introductory therapy skills developed in 589. Includes didactic seminar and group case consultation.

**Prerequisites:** 589, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

**Corequisites:** 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.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**PSYC 593** Units: 1.5
**Family Interventions**
Introduction to various theoretical approaches to family interventions. Specific techniques are explored through readings, discussions, assignments, and role plays.

**Prerequisites:** 589, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.

**Grading:** 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.

**Prerequisites:** Acceptance to clinical psychology graduate program.

**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 595, 594 (if taken in the same topic).

**Prerequisites:** 589 and acceptance to the doctoral program in clinical psychology.

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

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<tr>
<th>PSYC 596</th>
<th>Units: 1.5</th>
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<tr>
<td><strong>Interpersonal Therapies</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Credit will be granted for only one of 596, 594 (if taken in the same topic).</td>
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<tr>
<td><strong>Prerequisites:</strong> 589 and acceptance to the doctoral program in clinical psychology.</td>
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<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<tr>
<th>PSYC 597</th>
<th>Units: 1.5</th>
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<td><strong>Clinical Psychology Colloquium</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> May be taken more than once for credit to a maximum of 7.5 units.</td>
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<tr>
<td><strong>Prerequisites:</strong> Acceptance to clinical psychology graduate program.</td>
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<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<tr>
<th>PSYC 599</th>
<th>Units: 3.0-6.0</th>
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<tr>
<td><strong>Thesis</strong></td>
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<td>Grading: INP, COM, N, F.</td>
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<thead>
<tr>
<th>PSYC 602</th>
<th>Units: 1.0-6.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Research</strong></td>
<td></td>
</tr>
<tr>
<td>Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 602 may be taken in any one Winter Session at the discretion of the student’s Supervisory Committee.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<thead>
<tr>
<th>PSYC 603</th>
<th>Units: 4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Clinical Practicum</strong></td>
<td></td>
</tr>
<tr>
<td>Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<table>
<thead>
<tr>
<th>PSYC 604</th>
<th>Units: 1.5-6.0</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual Study</strong></td>
<td></td>
</tr>
<tr>
<td>Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 604 may be taken in any one Winter Session at the discretion of the student’s Supervisory Committee.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PSYC 605</th>
<th>Units: 1.5 or 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum in the Teaching of Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching practicum with individual instructors of the department in areas of potential teaching interest for the student.</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Pro Forma.</td>
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<tr>
<td><strong>Grading:</strong> INC, COM, N, F.</td>
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<thead>
<tr>
<th>PSYC 606</th>
<th>Units: 15.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Internship</strong></td>
<td></td>
</tr>
<tr>
<td>Full-year internship with 1600 to 2000 hours of supervised practical experience in settings approved by the committee on clinical training.</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Completion of clinical course sequence and approval by Committee on clinical training.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<thead>
<tr>
<th>PSYC 612</th>
<th>Units: 1.5-4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Research Practicum</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> May be taken more than once with different practicum content. The content must differ from but may be related to 699.</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> Approval of the student’s academic supervisor.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<thead>
<tr>
<th>PSYC 693</th>
<th>Units: 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PhD Candidacy Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>Students enrol in PSYC 693 while they prepare for and complete their doctoral candidacy examinations. This begins at the time a student first enrolls 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.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<table>
<thead>
<tr>
<th>PSYC 699</th>
<th>Units: 15.0-30.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PhD Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>Pre- or corequisites: 693.</td>
<td></td>
</tr>
<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<table>
<thead>
<tr>
<th>SDH 500B</th>
<th>Units: 1.5</th>
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</thead>
<tbody>
<tr>
<td><strong>Fundamentals of Health Research II</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisites:</strong> 500A or permission of the program.</td>
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<table>
<thead>
<tr>
<th>SDH 501A</th>
<th>Units: 1.5</th>
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</thead>
<tbody>
<tr>
<td><strong>Social Dimensions of Health Colloquium I</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> 501A or permission of the program.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<table>
<thead>
<tr>
<th>SDH 510B</th>
<th>Units: 1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Dimensions of Health Colloquium II</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisites:</strong> 501A or permission of the program.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<table>
<thead>
<tr>
<th>SDH 590</th>
<th>Units: 1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directed Studies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> May be taken more than once for credit in different topics with the permission of the Director. Pro Forma is required for registration.</td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<thead>
<tr>
<th>SDH 599</th>
<th>Units: 6.0</th>
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</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
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<tr>
<td><strong>Grading:</strong> INP, COM, N, F.</td>
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<thead>
<tr>
<th>SDH 600A</th>
<th>Units: 1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of Health Research I</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisites:</strong> 600A or permission of the program.</td>
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<table>
<thead>
<tr>
<th>SDH 600B</th>
<th>Units: 1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of Health Research II</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Prerequisites:</strong> 600A or permission of the program.</td>
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</table>
COURSE LISTINGS

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.
Prerequisites: 601A or permission of the program.
Grading: INP, COM, N, F.

SDH 690 Units: 1.5
Directed Studies
Note: May be taken more than once for credit in different topics with the permission of the Director. Pro Forma is required for registration.

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
Prerequisites: 693 Comprehensive Exam.
Grading: INP, COM, N, F.

SLST

Slavic Studies
Department of Germanic and Slavic Studies
Faculty of Humanities

SLST 590 Units: 1.5 Hours: 3-0
Directed Studies in Slavic Studies I
Note: 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
Note: May be taken more than once for credit 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, Hobs and Wallerstein.
Note: Credit will be granted for only one of 504, 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 507, 471, 371B (if taken before 201105).

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 508, 472, 501.
Prerequisites: 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.
Prerequisites: 501 or equivalent.

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.
Prerequisites: 374 or equivalent.

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 520, 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 addiction; the organization and use of health services; public health; the conduct of socio-medical research; and ethical issues in health research.
Note: May be taken more than once for credit in different topics.
Prerequisites: 445 or equivalent; 285 strongly recommended.

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 care-
PhD Candidacy Examinations

Extended Essay

Instructor.

are expected to conduct an analysis on a current
oppressive and social justice perspective. Students

SOCW 505

Advanced Child Welfare Seminar

SOCW 506

Advanced Practice Practicum

A minimum of 450 hours of advanced social work
practice and demonstration of the application of criti-
cal analysis to practice are required. Faculty of
Human and Social Development regulations con-
cerning practica apply to the MSW practicum.

Grading: INP, COM, N, F.

SOCW 506A

MSW 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 MSW practicum.

Grading: INP, COM, N, F.

SOCW 507

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 course-
work. Content varies from year to year, depending
on students' interests and needs.

Grading: 516.

SOCW 510

Policy Context of Practice

SOCW 511

Critical Indigenous Analysis of Social Welfare

Prerequisites: Advanced Program Standing

Grading:

Units: 1.5

SOCW 512

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.

Grading:

Units: 1.5

SOCW 513

PhD Candidacy Examinations

Students enrol in SOCW 513 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 course work and comprehen-
sive exams within 25 months after entering the PhD
program.

Grading:

Units: 1.5

SOCW 511

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, pro-
fessionalism and philanthropy. Specifically looks at
the contributions of these perspectives to a critical
theorizing of professional practice and ethics.

Grading:

Units: 1.5

Note: Credit will be granted for only one of 510, SPP
510, HSD 510.

SOCW 516

Research Methodologies

Critical examination of research methodolo-
gies 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.

Grading:

Units: 1.5

SOCW 521

Indigenous Perspectives on Knowledge and

Research

Explores the dimensions of Indigenous ways of
knowing that influence researching activities in Indig-
igenous 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.

Grading:

Units: 1.5

SOCW 522

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 prac-
tice; and how these characteristics manifest them-
selves in practice in Indigenous communities.

Grading:

Units: 1.5

SOCW 523

Self-Conscious Traditionalism in Indigenous

Social Work Practice Seminar

Critical exploration of alternative models of Indige-
nous social work practice drawn from the literature
and from their own practice. Concepts and skills of
Indigenous leadership are also explored.

Grading:

Units: 1.5

SOCW 524

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 embed-
ded in social welfare policy. Examples of Indigenous
policy development are also examined to explore the
components of alternative visions of welfare. Stu-
dents are expected to apply ideas and concepts from
the policy literature to policy development in their
own agency.

Grading:

Units: 1.5

SOCW 525

Seminar in Child Welfare Policy and Practice in

Indigenous Communities

Examination of critical issues in family and child wel-
fare 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.
### COURSE LISTINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 526</td>
<td>Seminar in Community Health Policy and Practice</td>
<td>1.5</td>
<td>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.</td>
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<td><strong>Pre-requisites:</strong> 521, 522, 523, 524.</td>
</tr>
<tr>
<td>SOCW 527</td>
<td>Research Methods</td>
<td>1.5</td>
<td>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.</td>
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<td></td>
<td><strong>Pre-requisites:</strong> 521, 522, 523, 524.</td>
</tr>
<tr>
<td>SOCW 528</td>
<td>Research Seminar</td>
<td>1.5</td>
<td>Provides support to students in the development of their research proposal (thesis or research project) and the conduct of their research.</td>
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<td><strong>Pre-requisites:</strong> 527.</td>
</tr>
<tr>
<td>SOCW 531</td>
<td>Critical Exploration of Leadership Roles for</td>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Social Workers in Health Care</td>
<td></td>
<td><strong>Corequisites:</strong> 596, 598 or 599.</td>
</tr>
<tr>
<td>SOCW 532</td>
<td>Introduction to Social Work in the Health Care</td>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Sector</td>
<td></td>
<td><strong>Pre-requisites:</strong> 527. <strong>Corequisites:</strong> 596, 598 or 599.</td>
</tr>
<tr>
<td>SOCW 533</td>
<td>Working with Trauma</td>
<td>1.5</td>
<td>Current theories and practices regarding the neuro-biological, 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.</td>
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<td><strong>Note:</strong> Credit will be granted for only one of 533, 580 (if taken in the same topic).</td>
</tr>
<tr>
<td>SOCW 540</td>
<td>Foundation Practicum</td>
<td>4.5</td>
<td>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.</td>
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<tr>
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<td></td>
<td><strong>Prerequisites:</strong> 4.5 Social Work graduate-level units. <strong>Pre- or corequisites:</strong> 546. <strong>Grading:</strong> INP, COM, N, F.</td>
</tr>
<tr>
<td>SOCW 543</td>
<td>Theorizing Social Difference</td>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td>SOCW 544</td>
<td>Social Work, the State and Citizenship</td>
<td>1.5</td>
<td>Taking the perspective of 'citizenship as participation', explores the lived realities of global citizenship as it is configured on the basis of geography, class, race, gender, and other identity locations. It will explore the role of social work and welfare states using the lens of citizenship. The course will also examine the role of civil society globally, as instances of citizenry participation against global injustices. Students will develop an understanding of the role that they can play as global citizens and in the field of international social work.</td>
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<tr>
<td>SOCW 545</td>
<td>Networks and Communities</td>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>SOCW 546</td>
<td>Collaborative Conversations</td>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>SOCW 547</td>
<td>A Critical History of Social Work: The Making of</td>
<td>1.5</td>
<td>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.</td>
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<td>Citizenship and Nation</td>
<td></td>
<td><strong>Pre- or corequisites:</strong> Students are expected to have completed all required coursework. Normally 571 should be taken concurrently with 506/506A to enhance reciprocal learning in class and in field.</td>
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<tr>
<td>SOCW 548</td>
<td>Community Research Methods</td>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>SOCW 550</td>
<td>Research Foundations</td>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>SOCW 551</td>
<td>Indigenous Communities: Practice and Policy</td>
<td>1.5</td>
<td>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 the 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.</td>
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<tr>
<td>SOCW 554</td>
<td>Collaborative Conversations</td>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>SOCW 555</td>
<td>Special Topics in Social Work and Social Welfare</td>
<td>1.5 or 3.0</td>
<td>A variable content course that deals with special issues in social welfare and approaches to social work practice. Notes: May be taken more than once for credit with different course content.</td>
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<tr>
<td>SOCW 556</td>
<td>Directed Studies</td>
<td>1.5 or 3.0</td>
<td>Individual studies under the direct supervision of a social work faculty member. The content, credit value, and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registration. Notes: May be taken more than once for credit with different course content.</td>
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SOCW 596 Units: 3.0
Team Graduating Research Project/Report
Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency. Maximum size of team is 3 students.
Prerequisites: Students must have completed 6 units of Advanced coursework, including 516, before registering.
Grading: INC, 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.
Prerequisites: Students must have completed 6 units of Advanced coursework, including 516, before registering.
Grading: INC, 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.
Prerequisites: Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.
Grading: INC, COM, N, F.

SPAN
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: INC, COM, N, F.

SPAN 503 Units: 1.5
Also: ITAL 503
Core Reading List Course II
Grading: INC, COM, N, F.

SPAN 505 Units: 1.5
Also: ITAL 505
Medieval Literature

SPAN 507 Units: 1.5
Also: ITAL 507
Renaissance and Baroque Literature

SPAN 511 Units: 1.5
Peninsular Literature from the 20th Century to the Present

SPAN 512 Units: 1.5
Formerly: 509 and 517
Spanish and Latin American Literature of the 19th Century
Note: Credit will be granted for only one of 512, 509, 517.

SPAN 515 Units: 1.5
Colonial Latin American Literature

SPAN 519 Units: 1.5
Latin American Literature from the 20th Century to the Present

SPAN 590 Units: 1.5 or 3.0
Also: ITAL 590
Directed Studies

SPAN 598 Master’s Essay
Units: 3.0
Grading: INC, COM, N, F.

SPAN 599 MA Thesis/Oral
Units: 6.0
Grading: INC, COM, N, F.

SPP
Studies in Policy and Practice
Faculty of Human and Social Development

SPP 501 Units: 1.5
Organizational Context of Policy and Practice
Presents a range of conceptual and theoretical frameworks for understanding organizational processes and their effects on work practices within both large bureaucratic institutions and community-based agencies, and on policy development and service delivery in diverse contexts. Students reflect on their own experiences and on the scholarly literature in developing an analysis of organizational discourses, policies and practices.
Note: Credit will be granted for only one of 501, HSD 510.

SPP 510 Units: 1.5
Policy Context of Practice
Reviews and analyzes a number of aspects of the policy-making process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. Analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.
Note: Credit will be granted for only one of 510, HSD 510, SOCW 510.

SPP 516 Units: 1.5
Research Methodologies
Critically reviews a wide range of research methodologies commonly practiced in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.
Note: Credit will be granted for only one of 516, HSD 516, SOCW 516.

SPP 519 Units: 1.5
Theory for Policy and Practice
Focuses on theory and the construction of knowledge. Course readings examine the act of theorizing and consider the ways that practice can inform theory, and vice versa, as well as assumptions underlying the creation of knowledge. Assignments support students to become more familiar with engaging theory.
Note: Credit will be granted for only one of 519, HSD 519.

SPP 520 Units: 1.5
Advanced Methodology Seminar
An in-depth look at a particular research methodology. Issues covered include methodological links to theory, policy, practice and praxis. Seminar content varies depending on faculty and student interest.

SPP 522 Units: 1.5
Critically Engaging with Research
Provides students with critical skills for reading and assessing a range of published research. Course readings will include both theoretical and methodological framings and examples of research with which students can be critically engaged.

SPP 530 Units: 1.5
Advanced Policy and Practice Seminar
An in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis may also be examined. Seminar content varies depending on faculty and student interest.

SPP 531 Units: 1.5
Critical Approaches to Policy Analysis
An opportunity for students to explore key differences between critical and mainstream approaches to policy analysis; to engage with examples of research and writing generated by scholars who use the tools of critical policy analysis to consider specific policy issues; and to assess the contribution that critical approaches to policy analysis might make to their own research and/or practice. Designed for students from a variety of disciplinary backgrounds who are interested in either public policy or policy in organizational settings.
Note: Credit will be granted for only one of 531, 580 (if taken in the same topic).
Prerequisites: 510 or the equivalent coursework and/or practical experience with policy analysis or policy development.

SPP 550 Units: 1.5
Advanced Thesis Seminar
Focuses on methodological, analytical, and/or theoretical aspects of research for the thesis. Content varies from year to year depending on students’ interests and needs.
Note: A required full-year seminar for students who have completed their coursework.
Prerequisites: Students must have completed their coursework.
Grading: INC, COM, N, F.

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: INC, COM, N, F.
### STAT

**Statistics**
Department of Mathematics and Statistics
Faculty of Science

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**Corequisites:**

- STAT 589
- STAT 552
- STAT 568
- STAT 563

**Grading:**

- INP, COM, N, F.

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### THEA

**Theatre**
Department of Theatre
Faculty of Fine Arts

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**Prerequisites:**

- INP, COM, N, F.

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### WRIT

**Writing**
Department of Writing
Faculty of Fine Arts

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**Prerequisites:**

- INP, COM, N, F.

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### Other Courses

- **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.

- **THEA 693**
  - Units: 3.0
  - Dissertation Proposal/Candidacy Exam
  - Grading: INP, COM, N, F.

- **THEA 699**
  - Units: 30.0
  - Dissertation
  - Prerequisites: 693.
  - Grading: INP, COM, N, F.

- **WRIT 500**
  - Units: 1.5
  - Graduate Writing Workshop
  - A workshop in which students will focus on writing and workshop in one genre: poetry, fiction, creative nonfiction, playwriting or screenwriting.
  - Note: May be repeated three times for credit.

- **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: May be repeated three times for credit if content differs.

- **WRIT 509**
  - Units: 1.5
  - Instructional Skill Preparation
  - A seminar which focuses on pedagogy and teacher training in creative writing.

- **WRIT 510**
  - 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 genre: 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 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.
Generic Goals of a University Education

Higher Learning
Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought
Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity
Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication
Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning
Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Historical Outline
The University of Victoria came into being on July 1, 1963, but it had enjoyed a prior tradition as Victoria College of sixty years distinguished teaching at the university level. This sixty years of history may be viewed conveniently in three distinct stages.

Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first- and second-year McGill courses in Arts and Science. Administered locally by the Victoria School Board, the College was an adjunct to Victoria High School and shared its facilities. Both institutions were under the direction of a single Principal: E.B. Paul, 1903-1908; and S.J. Willis, 1908-1915. The opening in 1915 of the University of British Columbia, established by Act of Legislature in 1908, obliged the College to suspend operations in higher education in Victoria.

In 1920, as a result of local demands, Victoria College began the second stage of its development, reborn in affiliation with the University of British Columbia. Though still administered by the Victoria School Board, the College was now completely separated from Victoria High School, moving in 1921 into the magnificent Dunsmuir mansion known as Craigdarroch. Here, under Principals E.B. Paul and P.H. Elliott, Victoria College built a reputation over the next two decades for thorough and scholarly instruction in first- and second-year Arts and Science.

The final stage, between the years 1945 and 1963, saw the transition from two year college to university, under Principals J.M. Ewing and W.H. Hickman. During this period, the College was governed by the Victoria College Council, representative of the parent University of British Columbia, the Greater Victoria School Board, and the provincial Department of Education. Physical changes were many. In 1946 the College was forced by post-war enrolment to move from Craigdarroch to the Lansdowne campus of the Provincial Normal School. The Normal School, itself an institution with a long and honourable history, joined Victoria College in 1956 as its Faculty of Education. Late in this transitional period (through the co-operation of the Department of National Defence and the Hudson’s Bay Company) the 284 (now 385) acre campus at Gordon Head was acquired. Academic expansion was rapid after 1956, until in 1961 the College, still in affiliation with UBC awarded its first bachelor’s degrees.

In granting autonomy to the University of Victoria, the University Act of 1963 vested administrative authority in a Chancellor elected by the Convocation of the University, a Board of Governors, and a President appointed by the Board; academic authority was given to a Senate which was representative both of the faculties and of the Convocation.

The historical traditions of the University are reflected in the Arms of the University, its academic regalia and its house flag. The BA hood is of solid red, a colour that recalls the early affiliation with McGill. The BSc hood, of gold, and the BEd hood, of blue, show the colours of the University of British Columbia. Blue and gold have been retained as the official colours of the University of Victoria. The motto at the top of the Arms of the University, in Hebrew characters, is “Let there be Light”; the motto at the bottom, in Latin, is “A Multitude of the Wise is the Health of the World.”

Principal Officers and Governing Bodies

The following were the university’s principal officers and members of its governing bodies as of February 22, 2013.

Chancellor
Murray Farmer, BA

President and Vice-Chancellor
David H. Turpin, CM, BSc, PhD, FRSC

Vice-President Academic and Provost
Reeta Tremblay, BA, MA, MPhil, PhD

Vice-President Research
J. Howard Brunt, BA, ADN, MScN, 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 Murray Farmer, BA
President and Vice-Chancellor David H. Turpin, CM, BSc, PhD, FRSC

Members Appointed by the Lieutenant Governor in Council
Jane Butler McGregor, BA
Anthony Gage, BA, MBA, CFA, C. Dir
Michael Kennedy, BSc
Lindsay LeBlanc, BComm, LLB
Susan Mehinagic, BCom, LLB, FCA
Erich Mohr, PhD, RPsych
Raymond Pratt, BA, MA
Beverly Van Ruyven, BA

Members Elected by the Faculty Members
Peter Driessen, BSc, PhD, PEng
Barbara Whittington, BA, MSW

Members Elected by the Student Associations
Lucia Heffelfinger Orser
Tribesty Nguyen, BSc

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, Murray Farmer, BA
President and Vice-Chancellor (Chair), David Turpin, CM, BSc, PhD, FRSC
Vice-President Academic and Provost, Reeta Tremblay, BA, MA, MPhil, PhD
Vice-President Research, Howard Brunt, BA, ADN, MScN, PhD
Dean of Peter B. Gustavson School of Business, Saul Klein, BA, MBA, PhD
Members Elected by the Individual Faculties

Business
Brock Smith, BCom, MBA, PhD
Richard Wolfe, BA, MBA, MA, PhD

Education
Mary Kennedy, BMus, Med, PhD
Geraldine Van Gyn, BA, MSc, PhD

Engineering
Micaela Serra, BSc, MSc, PhD
Yang Shi, BSc, MSc, PhD, PEng

Fine Arts
Patricia Kostek, BSc, MM
Jan Wood, BFA

Graduate Studies
Annalee Lepp, BA, MA, PhD
John Walsh, BGS, MA MA

Human and Social Development
Abdul Roudsari, BSc, MSc, PhD
Debra Sheets, BA, BSN, MSN, PhD

Humanities
Jamie Dopp, BA, MA, PhD
Laura Parisi, BA, MA, MA

Law
Gillian Calder, BA, LLB, LLM
Robert Howell, LLB, LLM

Science
Robert Burke, BSc, PhD
Florin Diaconu, MMath, PhD

Social Sciences
Rosaline Canessa, BSc, MSc, PhD
Michael Webb, BA, MSc, PhD

Members Elected by the Faculty Members
Janni Aragon, BA, MA, MA, PhD
Doug Baer, BES, MA, PhD
Sikata Banerjee, BA, MA, PhD
Alison Chapman, MA, MA, PhD
Kathy Gillis, BSc, PhD
Reuven Gordon, BSc, MSc, PhD
David Harrington, BSc, PhD
Tim Haskett, BA, MA, PhD
Susan Lewis Hammond, BA, BM, MM, MFA, PhD
Adam Monahan, BSc, MSc, PhD
Leslee Francis Pelton, BSc, MA PhD
Margot Wilson, BA, MA, PhD

Members Elected by the Student Societies
Rachel Barr
Peter Bell
Andrew Fortune
David Foster
David Hamilton
Emilie Henriksen

NicoIaci
Kelsey Mech
Ariel Mishkin
Yianni Pappas-Acreman
Emily Rogers
Peter Schalk
Gabrielle Sutherland
Ariel Tseng
Kelly Watson

Members Elected by the Convocation
Nav Bassi, BSc, MBA, PMP
Linda Hannah, MA, PhD
Robyn Lanning, BA, MA
Cathy McIntyre, MBA

By Invitation with Speaking Rights
Andrew Marton, BSc, MA, PhD, Associate Vice-President International
James Dunsdon, BEd, MBA, Associate Vice-President Student Affairs
Catherine Mateer, BA, MSc, PhD, Associate Vice-President Academic Planning
Lauren Charlton, BA, DipED, Registrar
Carrie Andersen, LLB, Associate University Secretary

Foundation for the University of Victoria

Members of the Board
Carolyn Thoms, CA, CFA (Chair)
Fiona Hunter, BA, LLB, LLM
Robert Miller, CA, BA
Andrew Turner, BComm
Richard Weech, CA, CFA

Officers
President: Ibrahim Inayatali, BEng, MBA
Treasurer: Andrew Coward, BComm, CFA
Secretary: Julia Eastman, BA, MA, PhD

University of Victoria Foundation

Members of the Board
Lisa Hill (Chair)
Gayle Gorill, BBA, CA, CBV (ex officio)
Fiona Hunter, BA, LLB, LLM
Tim McElvaine, BComm, CA, CFA
Robert Miller, CA, BA
Michael Mills, FIA, FCIA
Andrew Turner, BComm
Carolyn Thoms, CA, CFA
President David H. Turpin, CM, BSc, PhD, FRSC (ex officio)
Richard Weech, CA, CFA (Vice-Chair)

Officers
President: Gayle Gorill, BBA, CA, CBV
Treasurer: Murray Griffith, BA, CMA
Secretary: Julia Eastman, BA, MA, PhD
## University Regalia

### Chancellor

<table>
<thead>
<tr>
<th>Gown</th>
<th>purple corded silk, trimmed with purple velvet and gold braid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headaddress</td>
<td>Tudor style in purple velvet with gold cord trim</td>
</tr>
</tbody>
</table>

### President

<table>
<thead>
<tr>
<th>Gown</th>
<th>royal blue corded silk, trimmed with blue velvet and gold braid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headaddress</td>
<td>Tudor style in blue velvet with gold cord trim</td>
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### Chancellor Emeritus

<table>
<thead>
<tr>
<th>Gown</th>
<th>purple corded silk, with gold velvet panels and trimmed with purple velvet strips edged with gold piping</th>
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</thead>
<tbody>
<tr>
<td>Headaddress</td>
<td>Tudor style in purple velvet with gold cord trim</td>
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### President Emeritus

<table>
<thead>
<tr>
<th>Gown</th>
<th>royal blue corded silk, with gold velvet panels and trimmed with blue velvet strips edged with red piping</th>
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</thead>
<tbody>
<tr>
<td>Headaddress</td>
<td>Tudor style in blue velvet with gold cord trim</td>
</tr>
</tbody>
</table>

### Board of Governors

<table>
<thead>
<tr>
<th>Chair</th>
<th>traditional (Canadian) bachelor's style in black wool blend with front facings and sleeve linings in gold silk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gown</td>
<td>Black cloth mortarboard with black silk tassel or Tudor style in black velvet with gold cord</td>
</tr>
<tr>
<td>Headaddress</td>
<td>Black cloth mortarboard with black silk tassel or Tudor style in black velvet with gold cord</td>
</tr>
</tbody>
</table>

### Honorary Degree Recipients 2012-2013

- Lorna Crozier, BA (Sask), MA (Alta), LL (Regina), D.Litt (Sask)
- Valerie Gonzales, BSc (USC), MSc, PhD (UVic)
- Robert (Roy) Graham, MA, MEd, PhD
- Arnold Keller, BA (George Williams), MA (Claremont), PhD (Con)
- Lawrence McCann, BA (Victoria), MA, PhD (Alberta)
- P. Jane Milliken, BScN, MA, PhD (Alta)
- Richard Ogmundson, BA (Victoria), MA, PhD (Michigan)
- Nozomi Riddington, BA (Tokyo Women's Christian), MA, MFA (UMass), MA (UBC)
- Andrew Rippin, BA (UofT), MA, PhD (McGill)
- George Spence, BSc (Calg), MSc, PhD (UBC)
- Jane Turner, BA (Carleton), MA (Carleton), MAS (UBC)
- Arthur Watton, BSc (Imp Coll, Lond), PhD (McMaster)

### 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
- Headaddress: 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
- HonDF: white
- HonDMus: pink
- HonDEd: blue
- HonDSc: gold
- HonDEng: orange
- HonDSN: apricot
- HonDF: green

### Honorary Bachelor's

- 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

### Honorary Master's

- Gown: traditional (Canadian) Master's style in black.
- Hood: similar in design and colour to the respective bachelor's hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:
  - MASC: orange
  - MPA: russet
  - MPH: pumpkin
  - MBA: burgundy
  - MGB: burgundy with a white band

### Honorary Doctor's

- 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
- Headaddress: 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.

### University of Victoria Enrolments

<table>
<thead>
<tr>
<th>Undergraduate Programs Enrolments</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Peter B. Gustavson School of Business</td>
<td>540</td>
<td>884</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>404</td>
<td>1,160</td>
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<tr>
<td>Faculty of Engineering</td>
<td>890</td>
<td>1,418</td>
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<tr>
<td>Faculty of Fine Arts</td>
<td>306</td>
<td>1,222</td>
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<tr>
<td>Faculty of Human &amp; Social Development</td>
<td>1,069</td>
<td>1,519</td>
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<tr>
<td>Faculty of Humanities</td>
<td>755</td>
<td>2,320</td>
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<tr>
<td>Faculty of Law</td>
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<td>382</td>
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<tr>
<td>Faculty of Science</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>1,715</td>
<td>5,036</td>
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<tr>
<td>Medical Sciences</td>
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<td>126</td>
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| Total Undergraduate Programs     | 6,813   | 17,012  | 16,420  | 6,852   | 16,929  | 16,395  |

### Graduate Studies Enrolments

<table>
<thead>
<tr>
<th>Graduate Studies Enrolments</th>
<th>2011-12</th>
<th>2012-13</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Sardul S. Gill Graduate School of Business</td>
<td>120</td>
<td>158</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>416</td>
<td>397</td>
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<tr>
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<td>359</td>
<td>401</td>
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<tr>
<td>Faculty of Fine Arts</td>
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<td>98</td>
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<tr>
<td>Faculty of Human &amp; Social Development</td>
<td>684</td>
<td>918</td>
</tr>
<tr>
<td>Faculty of Humanities</td>
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<td>260</td>
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<tr>
<td>Faculty of Law</td>
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<td>40</td>
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<tr>
<td>Faculty of Science</td>
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<td>379</td>
</tr>
<tr>
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<td>465</td>
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<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Medical Sciences</td>
<td>0</td>
<td>3</td>
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| Total Graduate Programs         | 2,693   | 3,187   | 3,065   | 2,760   | 3,272   | 3,109   |

### Students New to UVic

<table>
<thead>
<tr>
<th>Origin</th>
<th>2011-12</th>
<th>2012-13</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Alberta</td>
<td>20</td>
<td>529</td>
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<tr>
<td>British Columbia</td>
<td>140</td>
<td>2,954</td>
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<tr>
<td>Manitoba</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>11</td>
<td>51</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Ontario</td>
<td>37</td>
<td>326</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Quebec</td>
<td>8</td>
<td>78</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>Yukon</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Unknown</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

| Subtotal Canada                 | 243     | 4,091   | 646     | 267     | 3,858   | 594     |
| Other Countries                 | 79      | 285     | 53      | 55      | 292     | 61      |
| Unknown                         | 63      | 519     | 156     | 81      | 558     | 187     |

| Total Students New to UVic      | 385     | 4,895   | 855     | 403     | 4,708   | 842     |
### Undergraduate Degrees Awarded

<table>
<thead>
<tr>
<th>Degree Title</th>
<th>2010–11 Fall</th>
<th>2010–11 Spring</th>
<th>2011–12 Fall</th>
<th>2011–12 Spring</th>
<th>2012–13 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>328</td>
<td>884</td>
<td>289</td>
<td>861</td>
<td>306</td>
</tr>
<tr>
<td>Bachelor of Child &amp; Youth Care (BCYC)</td>
<td>33</td>
<td>27</td>
<td>44</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>Bachelor of Commerce (BCOM)</td>
<td>158</td>
<td>52</td>
<td>172</td>
<td>72</td>
<td>142</td>
</tr>
<tr>
<td>Bachelor of Education (BEd)</td>
<td>15</td>
<td>245</td>
<td>11</td>
<td>333</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Engineering (BEng)</td>
<td>48</td>
<td>83</td>
<td>56</td>
<td>103</td>
<td>44</td>
</tr>
<tr>
<td>Bachelor of Fine Arts (BFA)</td>
<td>18</td>
<td>100</td>
<td>24</td>
<td>72</td>
<td>17</td>
</tr>
<tr>
<td>Bachelor of Laws (LLB)</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Music (BMus)</td>
<td>6</td>
<td>42</td>
<td>2</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Nursing (BSN)</td>
<td>54</td>
<td>236</td>
<td>67</td>
<td>252</td>
<td>52</td>
</tr>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>151</td>
<td>587</td>
<td>186</td>
<td>538</td>
<td>148</td>
</tr>
<tr>
<td>Bachelor of Social Work (BSW)</td>
<td>50</td>
<td>88</td>
<td>39</td>
<td>117</td>
<td>62</td>
</tr>
<tr>
<td>Bachelor of Software Engineering (BSEng)</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>10</td>
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</tr>
<tr>
<td>Juris Doctor (JD)</td>
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<td>100</td>
<td>15</td>
<td>103</td>
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<tr>
<td>Certificate (CERT)</td>
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<td>-</td>
<td>38</td>
<td>14</td>
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<tr>
<td>Diploma (DIPL)</td>
<td>34</td>
<td>59</td>
<td>41</td>
<td>79</td>
<td>40</td>
</tr>
<tr>
<td>Professional Specialization Certificate (PSC)</td>
<td>11</td>
<td>42</td>
<td>13</td>
<td>45</td>
<td>12</td>
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<tr>
<td><strong>Total Undergraduate Degrees Awarded</strong></td>
<td><strong>934</strong></td>
<td><strong>2,554</strong></td>
<td><strong>1,000</strong></td>
<td><strong>2,690</strong></td>
<td><strong>897</strong></td>
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</table>

### Graduate Degrees Awarded

<table>
<thead>
<tr>
<th>Degree Title</th>
<th>2010–11 Fall</th>
<th>2010–11 Spring</th>
<th>2011–12 Fall</th>
<th>2011–12 Spring</th>
<th>2012–13 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Applied Science (MASc)</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Master of Arts (MA)</td>
<td>119</td>
<td>101</td>
<td>89</td>
<td>120</td>
<td>104</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>2</td>
<td>52</td>
<td>4</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Master of Education (MED)</td>
<td>58</td>
<td>42</td>
<td>61</td>
<td>62</td>
<td>13</td>
</tr>
<tr>
<td>Master of Engineering (MEng)</td>
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<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Master of Fine Arts (MFA)</td>
<td>-</td>
<td>11</td>
<td>-</td>
<td>13</td>
<td>1</td>
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<tr>
<td>Master of Global Business</td>
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<td>-</td>
<td>16</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Master of Laws (LLM)</td>
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<td>6</td>
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</tr>
<tr>
<td>Master of Music (MMus)</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Master of Nursing (MN)</td>
<td>22</td>
<td>9</td>
<td>18</td>
<td>14</td>
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<tr>
<td>Master of Public Administration (MPA)</td>
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<td>32</td>
<td>20</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>Master of Science (MSC)</td>
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<td>71</td>
<td>60</td>
<td>68</td>
<td>65</td>
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<tr>
<td>Master of Social Work (MSW)</td>
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<td>4</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Doctor of Philosophy (PhD)</td>
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<td>56</td>
<td>36</td>
<td>70</td>
<td>31</td>
</tr>
<tr>
<td>Certificate (CERT)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Diploma (DIPL)</td>
<td>26</td>
<td>-</td>
<td>-</td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>Professional Specialization Certificate (PSC)</td>
<td>46</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Graduate Degrees Awarded</strong></td>
<td><strong>407</strong></td>
<td><strong>417</strong></td>
<td><strong>328</strong></td>
<td><strong>499</strong></td>
<td><strong>301</strong></td>
</tr>
</tbody>
</table>
Key Contacts at UVic

EXECUTIVE AND ADMINISTRATIVE OFFICERS

President:
Dr. David H. Turpin .......................... 250-721-8654 250-721-7002

Chancellor:
Mr. Murray Farmer ...................... 250-721-6223 250-721-8101

Chair, Board of Governors:
Ms. Susan Melinagic .................. 250-721-6223 250-721-8101

University Secretary and Secretary,
Board of Governors and Senate:
Dr. Julia Eastman ............... 250-721-6223 250-721-8101

Vice-President Academic and Provost:
Dr. Reeta Tremblay ............. 250-721-7216 250-721-7626

Vice-President Finance and Operations:
Ms. Gayle Gorrill ................ 250-721-6677 250-721-7018

Vice-President Research:
Dr. J. Howard Brunt ............. 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. Catherine Mateer ........ 250-721-7216 250-721-7012

Associate Vice-President Faculty Relations and Academic Administration:
Prof. Kim Hart ................. 250-721-7216 250-472-5666

Associate Vice-President International:
Dr. Andrew Martinon ......... 250-721-7216 250-853-3958

Associate Vice-President Research:
Dr. Michael Miller .......... 250-721-7216 250-721-7971

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Dr. Rachael Scarth ........... 250-721-8960 250-472-4362

Associate Vice-President Students Affairs:
Mr. James Dunson ............ 250-721-6610 250-721-6421

Registrar:
Ms. Lauren Charlton ........ 250-721-6225 250-721-4602

Director, Student Recruitment:
Ms. Carolyn Russell ........ 250-472-4031 250-721-8951

Director, Equity and Human Rights:
Ms. Cindy Player ............. 250-721-8570 250-721-8488

Office of Indigenous Affairs:
Director, 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

Fax
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 .............. 250-721-7066 250-472-4728
- MBA Program ............. 250-721-6076 250-721-6075
- PhD Program ............. 250-721-6060 250-721-6060
- MGB Program ............. 250-721-7066 250-721-6433

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:
- Roger Howden, Director ........ 250-721-6603 250-721-7781

Faculty of Engineering:
- BEng Programs ............ 250-472-5323 250-472-5322
- BScEng Program ........ 250-721-6023 250-472-3579

Fine Arts Advising Centre:
- Mrs. Anne Heinl ............. 250-721-7748 250-472-5165

Graduate Advising: Refer to particular academic department

Faculty of Law:
- Ms. Janet Person, 
  Law Admissions and Financial Aid Officer .... 250-721-6390 250-721-8155
- Ms. Dawn Zacour, 
  Law Admissions Officer ........ 250-721-6390 250-721-8166

Fax
- Dr. Judy Fudge, 
  Director, Graduate Program ........ 250-721-6390 250-721-8913

Island Medical Program:
- Ms. Patty Schmidt .......... 250-472-5505 250-472-5527

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