# The University of Victoria
# Graduate Calendar
# 2011–2012

# 2011-2012 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.

## 2011–2012 OFFICIAL ACADEMIC YEAR BEGINS

### SUMMER SESSION—2011

See Summer Studies Calendar for complete refund and academic drop dates or visit <registrar.uvic.ca/summer/adreg/feedrop.html>

**May 2011**

| | | |
|---|---|---|
| 2 | Monday | Term 1 courses begin, except Faculty of Law[3] |
| 6 | Friday | Senate meets |
| 9 | Monday | Term 1 courses begin in Faculty of Law[3] Term 2 and Term 4 courses begin |
| 16 | Monday | Last day for course changes (Faculty of Law only)[3] |
| 23 | Monday | Victoria Day[1] |
| 26 | Thursday | Senate Committee on Academic Standards and Deans/Designates meet to approve convocation list |

**June 2011**

| | | |
|---|---|---|
| 1 | Wednesday | Term 4 courses end |
| 2 | Thursday | Term 5 courses begin |
| 14-17 | Tues-Fri | Spring Convocation |
| 24 | Friday | Term 2 and Term 5 courses end |
| 30 | Thursday | Reading Break starts, Term 1 sections only |

**July 2011**

| | | |
|---|---|---|
| 1 | Friday | Canada Day[1] Deadline to apply to graduate for Fall convocation Reading Break ends, Term 1 sections only |
| 4 | Monday | Term 3 and Term 6 courses begin |
| 26 | Tuesday | Term 6 courses end |
| 27 | Wednesday | Term 7 courses begin |
| 27-29 | Wed-Fri | Supplemental and deferred examinations for Winter Session 2010-2011 (except in BEng programs) |
| 29 | Friday | Term 1 classes end |

**August 2011**

| | | |
|---|---|---|
| 1 | Monday | British Columbia Day[1] |
| 2 | Tuesday | Term 1 examinations begin, except Faculty of Law[3] |
| 4 | Thursday | Last day of classes for Faculty of Law[3] |
| 8 | Monday | Examinations begin, Faculty of Law only[3] |
| 16 | Tuesday | Term 1 Examinations end, including Faculty of Law |
| 19 | Friday | Term 3 and Term 7 courses end |

### WINTER SESSION—FIRST TERM

**September 2011**

| | | |
|---|---|---|
| 5 | Monday | Labour Day[1] |
| 6 | Tuesday | First-year registration and opening assembly for Faculty of Law |
| 7 | Wednesday | First term classes begin for all faculties |
| 15 | Thursday | Last day for course changes in Faculty of Law |
| 20 | Tuesday | Last day for 100% reduction of tuition fees for first-term and full-year courses |
| 24 | Saturday | Last day for adding courses that begin in the first term |
| 30 | Friday | Last day for paying first-term fees without penalty |

**October 2011**

| | | |
|---|---|---|
| 7 | Friday | Senate meets |
| 10 | Monday | Thanksgiving Day[1] |
| 11 | Tuesday | Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date |
| 19 | Wednesday | Senate Committee on Academic Standards meets to approve convocation lists |
| 31 | Monday | Last day for withdrawing from first-term courses without penalty of failure |

**November 2011**

| | | |
|---|---|---|
| 4 | Friday | Senate meets |
| 9–11 | Wed-Fri | Reading Break (except Faculty of Law) |
| 9, 10 | Wed, Thurs | Fall Convocation |
| 11 | Friday | Remembrance Day[1] |

**December 2011**

| | | |
|---|---|---|
| 1 | Thursday | Deadline to apply to graduate for Spring convocation |
| 2 | Friday | Senate meets Last day of classes in first term, except Faculty of Human and Social Development[2] |
| 5 | Monday | First-term examinations begin except in the Faculty of Human and Social Development[2] |
| 16 | Friday | First-term examinations end for Faculty of Law |
| 19 | Monday | First-term examinations end for all faculties |
| 25 | Sunday | Christmas Day[1] |
| 26 | Monday | Boxing Day[1] |
| 25 Dec–Jan 2 | | University closed |

### WINTER SESSION—SECOND TERM

**January 2012**

| | | |
|---|---|---|
| 1 | Sunday | New Year's Day[1] |
| 2 | Monday | University closed |
| 4 | Wednesday | Second-term classes begin in all faculties |
| 6 | Friday | Senate meets |
| 12 | Thursday | Last day for course changes in Faculty of Law |
| 17 | Tuesday | Last day for 100% reduction of second-term fees |
| 21 | Saturday | Last day for adding courses that begin in the second term |
| 31 | Tuesday | Last day for paying second-term fees without penalty |

**February 2012**

| | | |
|---|---|---|
| 3 | Friday | Senate meets |
| 7 | Tuesday | Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date |
| 13-17 | Mon-Fri | Reading Break for all faculties |
| 29 | Wednesday | Last day for withdrawing from full-year and second-term courses without penalty of failure |

**March 2012**

| | | |
|---|---|---|
| 2 | Friday | Senate meets |

**April 2012**

| | | |
|---|---|---|
| 5 | Thursday | Last day of classes for all faculties except Faculty of Human and Social Development[2] |
| 6 | Friday | Good Friday[1] |
| 9 | Monday | Easter Monday[1] |
| 10 | Tuesday | Examinations begin for all faculties except Faculty of Human and Social Development[2] |
| 13 | Friday | Senate meets |
| 25 | Wednesday | Examinations end for all faculties End of Winter Session |

## 2012–2013 OFFICIAL ACADEMIC YEAR BEGINS

### SUMMER SESSION—2012

**May 2012**

| | | |
|---|---|---|
| 4 | Friday | Senate meets |
| 7 | Monday | Term 1 courses begin |
| 14 | Monday | Term 2 and Term 4 courses begin Last day for course changes (Faculty of Law only)[3] |
| 21 | Monday | Victoria Day[1] |
| 24 | Thursday | Senate Committee on Academic Standards and Deans/Designates meet to approve convocation list |

**June 2012**

| | | |
|---|---|---|
| 6 | Wednesday | Term 4 courses end |
| 7 | Thursday | Term 5 courses begin |
| 12-15 | Tues-Fri | Spring Convocation[4] |
| 29 | Friday | Term 2 and Term 5 courses end |

**July 2012**

| | | |
|---|---|---|
| 1 | Sunday | Canada Day[1] Deadline to apply to graduate for Fall convocation |
| 2-3 | Mon-Tues | Reading Break, Term 1 sections only |
| 4 | Wednesday | Term 3 and Term 6 courses begin |
| 26 | Thursday | Term 6 courses end |
| 27 | Friday | Term 7 courses begin |
| 26-30 | Thur-Mon | Supplemental and deferred examinations for Winter Session 2011-2012 (except in BEng programs) |

**August 2012**

| | | |
|---|---|---|
| 3 | Friday | Term 1 classes end |
| 6 | Monday | British Columbia Day[1] |
| 7 | Tuesday | Term 1 examinations begin |
| 13 | Monday | Examinations end in Faculty of Law[3] |
| 17 | Friday | Term 1 examinations end |
| 20 | Monday | Term 3 and Term 7 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. An additional Convocation ceremony may be held on Monday June 11, 2012.*

# 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, Calendar and Summer Services
Office of the Registrar, Student Affairs
University Centre
Phone: 250-721-8471; Fax: 250-721-6225
Email: lmorgan@uvic.ca
Website: <**registrar.uvic.ca/summer**>

## May 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## June 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 28 | 30 | | |

## July 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

## August 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## September 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

## October 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

## November 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

## December 2011

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## January 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## February 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

## March 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## April 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

## May 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

## June 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## July 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## August 2012

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

# General Information



*Known for excellence in teaching, research, and service to the community, the University of Victoria serves over 19,000 students. It is favoured by its location on Canada's spectacular west coast, in the capital of British Columbia.*

# Information for All Students

### Academic Sessions

The Winter Session is divided into two terms: the first, September to December; the second, January to April. The period May through August is administered under the Summer Session. The Summer Session Calendar is published separately (see page 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 ID Card Centre, University Centre Lobby.

### Limit of the University's Responsibility

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

### Program Planning

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

## Protection of Privacy and Access to Information

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

## Notification of Disclosure of Personal Information to Statistics Canada

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

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

Further details are available at the Statistics Canada website: <**www.statcan.ca/english/concepts/ESIS/index.htm**>.

## University's Right to Limit Enrolment

The University reserves the right to limit enrolment and to limit the registration in, or to cancel or revise, any of the courses listed. The curricula may also be changed, as deemed advisable by the Senate of the University.

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# General University Policies

Students should check the Calendar entries of individual faculties for any additional or more specific policies.

## POLICY ON INCLUSIVITY AND DIVERSITY

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

## ACCOMMODATION OF RELIGIOUS OBSERVANCE

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

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

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

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 250-472-4121 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**>.

## STUDENT DISCIPLINE

A student may be reported to the President for disciplinary action and may be suspended, subject to appeal to the Senate, for misconduct, including such matters as a breach of University regulations or policy (for example, Harassment Policy and Procedures, Violence and Threatening

Behaviour Policy, Computing and Telecommunications User Responsibilities Policy), a breach of a provision in the University Calendar, or a violation of provincial law or a law of Canada. In particular, a student may be reported for unlawfully entering a building or restricted space on University property, providing false information on an application for admission or other University document, or participating in hazing, which is prohibited by University regulation.

# Academic Services

## ACADEMIC ADVISING

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

## CO-OPERATIVE EDUCATION PROGRAM AND CAREER SERVICES

The Co-operative Education Program and Career Services offers an integrated career-related service to students, employers, faculty and staff. See "Co-operative Education" on page 30 for details.

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

## Services Offered

- individual coaching and group sessions on exploring career options, connecting with career and work opportunities and managing career transitions are available to all current students, new graduates and alumni
- tips on resume, CV and cover letter preparation; interviews and work search
- online postings for part-time, summer, career and on-campus opportunities
- career resource library
- career fairs, career forums and employer information sessions
- registration in the casual job registries
- use of computers for work search purposes

Career Services' information is also displayed on notice boards around campus and on the Career Services' website.

> Campus Services Building
> Hours: Mon-Fri 8:30-4:30
> Phone: 250-721-8421
> Web: <**www.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 our four computing facilities (in CLE, HSD, BEC). There, students will also find pay-for-printing facilities, extensive technical assistance and basic instruction for email, conferencing, online learning, Microsoft Word, Powerpoint, Excel. Check our website at <**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 - Blackboard, Moodle, WebBoard and other course material
- Wireless Internet access

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

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

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

In order to provide online access, Systems operates the campus backbone network, a number of local area networks connected to it, a growing wireless network and connections to the Internet, BCNET and Ca*net. High speed access to our services is available via Shaw cable, Telus ADSL, and other service providers.

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

> **Computer Help Desk**
> Clearihue A004
> Phone: 250-721-7687
> Web: <**helpdesk.uvic.ca**>

## 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 University of Victoria library system is the second largest research library in British Columbia and the largest on Vancouver Island. The Libraries support teaching, learning and research at the University of Victoria by providing expert and innovative access to the world's recorded knowledge.

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

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

Collectively, the libraries house over 1.9 million print volumes, 2.3 million microform items, 199,000 cartographic items, 40,000 serials including 7,400 current print journals and 20,700 current electronic journals, 66,000 sound recordings, 36,000 music scores, 8,600 films and videos and 1,175 linear metres of manuscripts and archival material.

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

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

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

## UNIVERSITY PUBLICATIONS

*Admissions Preview Handbook*

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

*Aboriginal Student Handbook*

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

*Pre-professional Guide*

A guide for students who plan to complete some studies at UVic before transferring to another

institution in order to complete a professional program such as dentistry, medicine, optometry, etc. Available from Undergraduate Admissions.

### Student Awards and Financial Aid

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

### Continuing Studies Calendar

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

### Graduate Studies Handbook

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

### Malahat Review

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

### E-News Bulletin

A bulletin announcing changes in admission regulations or procedures, new programs and items of general interest. The E-News Bulletin is distributed to BC schools and colleges 6 to 8 times a year. Note that selected schools across Canada will be included in the distribution.

### The Ring

A newspaper published by UVic Communications monthly, except August, and distributed on campus free of charge. It is available on the web at <**http://ring.uvic.ca**>

### Summer Session Guide

Lists course and program offerings available in the May through August period. Available online at <**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**> 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.

# Student Services

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

## ATHLETICS AND RECREATION

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

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

## Recreation

Vikes Recreation is your campus starting point for fun, fitness and recreation. We provide specific programming designed to meet the needs of students and host great student events throughout the year. We are 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 intramurals program and various sports and recreation clubs. Check us out online at <**vikesrec.uvic.ca**>.

## 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.

## BOOKSTORE

Campus Services Building
Hours: Mon-Fri, 8:30-5:30
(Sept-Apr: Wed, 8:30-7:00)
Saturday: 11:00-5:00
Phone: 250-721-8311
Web: <**www.uvicbookstore.ca**>

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

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

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

The Computer Store sells computer hardware and software, often at educational discounts. It sells both Macs and PCs and can custom build PCs to order. Servicing and troubleshooting are also provided.

### Finnerty Express

Campus Services Building
Hours: Mon-Fri 7:30am-8:00pm
Saturday: 11:00-5:00
Phone: 250-472-4594

Located on the lower level of the Bookstore, Finnerty's sells organic, fairly-traded coffee, locally baked goods, lunch selections, candy, cold drinks, personal care items and newspapers.

## CHAPEL

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

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

## CHILD CARE SERVICES

Complex A, B, C
Hours: Mon-Fri (hours vary)
Phone: 250-721-8500
Web: <**childcare.uvic.ca**>

Three full-time centres for children of students, staff and faculty are located on campus in Complex A. These centres are licensed to take children between the ages of 18 months and 5 years. Complex B houses a licensed out-of-school program for children aged 6 to 12. Complex C opened in September 2001 to care for infants in one centre and toddlers in a second centre. The provincial government pays subsidies, based on income, toward the fees of these non-profit centres, which are staffed by trained personnel. Students who are not eligible for a government subsidy or whose subsidy does not cover child care costs should contact the office of Student Awards and Financial Aid on campus.

Spaces are limited, and there are waitlists for all programs. Where possible, application should be made up to a year in advance of the date child care services are required.

## COUNSELLING SERVICES

Room B270 University Centre Building
Hours: Mon-Fri 8:30-4:30
Phone: 250-721-8341
Web: <**coun.uvic.ca**>

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

## Educational and Career Counselling

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

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

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

We offer:
- individual counselling
- group counselling and workshops (see list below)
- a Career Resource Centre (including a variety of print and electronic educational and career resources)
- interest and personality inventories (interpreted with a trained professional)

## Counselling for Studying and Learning

Individual counselling is available to help students develop and refine their ways of learning, as well as to manage the difficulties that arise in adjusting to university demands.

Counselling Services offers courses and activities to help students develop the specific skills needed to succeed in their studies, including:
- **Study Solutions in the C. W. Lui Learning Commons:** The Learning Skills Program provides services at our satellite offices in the C. W. Lui Learning Commons on the main floor of the Mearns Centre for Learning. See our website for hours of operation.
- **Learning Skills Course:** This non-credit course is offered throughout the year. It is designed to help students develop better techniques for reading, listening, notemaking, organizing and learning material, problem solving, and writing essays and exams.
- **Study Groups:** On request, Counselling Services will arrange a regular meeting place on campus for a Study Group and/or show students how to use group study to enhance learning.
- **Workshops:** During the Fall and Spring semesters, free workshops are offered on topics such as Time Management, Reading Efficiency, Exam Writing, Note Making, Essay Writing and Class Participation/Public Speaking.
- **Thesis/Dissertation Completion:** Counsellors are available to help graduate students succeed with thesis and dissertation projects through daily goal setting, performance management and group meetings.
- **University Learning Skills Course for New Students:** This special version of the Learning Skills Course is offered in August. It helps new and mature students cope with the transition to university learning. Contact the Division of Continuing Studies for dates and times.

## Counselling for Personal Issues

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

## Wellness Groups and Workshops

In addition to individual counselling, counsellors offer a number of group programs such as:
- Anger Management
- Anxiety and Panic Attacks
- Assertiveness
- Body Image/Relationship with Food
- Career Exploration/Planning
- Depression Management
- Grief and Loss
- Personal Growth
- Social Anxiety
- Surviving Relationship Breakup

See our website for current group offerings.

## International Student Counselling

Individual and group counselling support is available for international students on issues including culture shock, homestay concerns, reverse culture shock, communication, academic system difficulty and dealing with new-found freedom.

## Advanced Educational Testing/Computer-Based Testing Centre

Information and Registration Bulletins are available for the DAT, GRE, LSAT, MAT, MCAT, PCAT, SAT, SSAT, and TOEFL. These tests are administered at UVic. The computer-based MCAT, GRE and TOEFL can be taken at the UVic Computer Based Testing Centre located in Counselling Services. For information, call 250-472-4501.

## Peer Helping

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

Peer helpers are trained, supervised volunteers who offer confidential support to other students. They participate in a variety of outreach programs. Contact the Peer Helpers either at the Drop-In Centre located in SUB B005, the Learning Help Centre in the C. W. Lui Learning Commons on the main floor of the Mearns Centre for Learning, or through the Peer Helping Coordinator at Counselling Services.

## FAMILY CENTRE

Student Family Housing
39208-2375 Lam Circle
Hours: email, phone or check website for updates. Regular weekly hours
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 also offers morning drop-in programs for the under-fives, a toy lending library, a culture club, workshops on personal growth, including parenting, a library, youth programming, a 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: <**unfs.uvic.ca**>

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

*Cadboro Commons Dining Room (Upper Commons)*
Full-menu cafeteria—grill, hot entrees, soup, salad bar, sandwiches, desserts, hot and cold beverages

*Cap's Bistro Market (Lower Commons)*
Deluxe coffees, pizza, custom-made sandwich deli, gourmet desserts

*Village Greens (Lower Commons)*
Vegetarian entrees, soups and chili, sushi, stir-fry bar, fruit smoothie bar, organic coffees

*University Centre Cafeteria*
Full-menu cafeteria—hot entrees, grill, soup, salads, sandwiches, pizza, desserts, hot and cold beverages

*Mac's Bistro (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

*Fraser Café (Fraser Building)*
Sandwiches, soup, hot and cold beverages

*Biblio Café (McPherson Library)*
Organic drip and specialty coffees, gourmet sandwiches and baked goods

*Science Café (Science Building)*
Organic coffees, calzones, paninis, salads and wraps

Check Food Services' website <**unfs.uvic.ca**> for hours of operation.

In addition to the above, Food Services operates a comprehensive vending service in buildings where no food outlet is located. Full catering and bar services are available upon request (250-721-8603).

**GENERAL INFORMATION**

## Dining Plus Program

Any member of the UVic community may participate in the Dining Plus Program. The UVic ID card is used much like a debit card; users pay money into an account established with Food Services and receive a 10% bonus. Refunds are not available. To open a Dining Plus account, contact the Food Services Office.

## 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 during off-hour periods.*

Health Services offers confidential medical treatment and counselling, emergency first aid, birth control, sexually transmitted infection testing and treatment, travel health and immunizations, sports medicine, psychiatric services and wellness information. While any student may benefit from these services, they are offered primarily for those students who do not have a regular physician in the Victoria area. Students should have a valid Provincial Health Care Card.

## British Columbia Residents

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

## Residents of Other Provinces

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

## Non-residents of Canada

Students will be billed directly at time of visit to see a physician. Reimbursement from their private medical plan can be done with receipt provided. Students who are not residents of Canada must arrange for interim medical insurance* coverage prior to their arrival in BC. Interim medical insurance provides coverage for three months until the student is eligible to enrol in the BC Medical Services Plan. Once eligible, students must continue their enrolment in the BC Medical Services Plan for the duration of their stay in Canada. The enrolment process for the BC Medical Services Plan can be started on arrival to BC as the process does take approximately three months.

Application forms for interim medical insurance can be found at <www.aon.ca>. For application to the BC Medical Services Plan go to <www. healthservices.gov.bc.ca/msp>.

*Interim medical insurance is not the same as the extended medical coverage offered by the UVSS. Extended medical coverage is in addition to basic coverage offered by interim medical insurance or the BC Medical Services Plan.*

## Physiotherapy Clinic

Gordon Head Complex
Phone: 250-472-4057

The Physiotherapy Clinic is available to students, staff, faculty and friends. Treatment is available by appointment. Referrals are not required for treatment, but may be required by extended health care plans for reimbursement of visit charges. Physiotherapy treatments have a user fee payable at each visit. Students with out-of-province medical coverage are responsible for payment of each visit; a receipt will be issued for reimbursement. ICBC and WCB claimants are welcome.

## Academic Concessions Due to Illness

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

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;

• 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 24.

## Illness During Examinations

For information on the academic regulations governing illness at the time of examination, See "Academic Concessions", page 24.

## RESIDENCE SERVICES

Craigdarroch Office Building
Winter Hours: Mon-Fri 8am-10pm
Sat-Sun 10am-6pm
Summer Hours: Sun-Sat 24 hours
Phone: 250-721-8395
Web:

## On-Campus Accommodation

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

## Dormitory Housing

- Dormitory Housing provides room and board accommodation in single and double rooms for 1770 students in co-educational, non-smoking dormitories.

- All rooms are furnished with a desk, chair, wardrobe and bed for each student. Cable television, telephone and internet hook-ups are available. Washrooms are centrally located on each floor. Cable television is provided in each floor lounge. Laundry facilities are also available.

- Dormitory Housing is community oriented. A variety of programs are offered which encompass academic, personal, recreational and social development.

- A meal plan must be taken with Dormitory Housing. The minimum is a "starter" meal plan, designed to provide a light eater with two meals per day.

## Cluster Housing

- Cluster Housing provides accommodation for 480 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.

## Bachelor and One-Bedroom apartments

UVic has 46 bachelor and one-bedroom apartments for graduates and mature students only. 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 responsability. 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 units are designed for persons with disabilities.

- Units are unfurnished. Utilities are paid for by the tenant. Cablevision, telephone and internet hook-ups are available.

- Units are available to families with or without children; the leaseholder must be a full-time student at UVic.

## Housing Rates

**Rates for 2010/2011 were:**

**Dormitory Housing**
Single room with
starter* meal plan..................$3598/term
Double room with
starter* meal plan..................$3159/term
**Cluster Housing**
Individual rate
(no meal plan) .......................$2163/term
**Bachelor and one-bedroom apartments**
Bachelor .................................$2172/term
One-bedroom .........................$2712/term
**Family Housing**
1-bedroom apartment...........$743/month
2-bedroom apartment...........$864/month
2-bedroom townhouse ..........$952/month
3-bedroom townhouse ..........$1100/month

*The starter meal plan is designed to provide a light eater with two meals per day. A medium eater might expect to spend $250 more per term. A hearty eater might expect to spend $500 more per term.*

## Applying for Campus Housing

Students apply for campus housing through the UVic Residence Services website. The electronic application form for entry in September 2011 will be active on the Residence website in early 2011. To apply, a student must have a UVic Student ID number.

New Year One students entering the University directly from high school are guaranteed an offer of on-campus accommodation provided they have completed all of the following steps before June 30:

• submitted an application to Residence Services
• paid the $25.00 residence application fee
• been admitted to the University
• accepted the offer of admittance to UVic and paid the acceptance deposit 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 is 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, pay a damage deposit ($500) and provide a post-dated cheque for the first month's rent.

Rent is due on the last day of each month.

Rental rates for the various types of accommodation will be confirmed at the time 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.

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 $100 cancellation fee is applied to all contract cancellations and withdrawals.

## Summer Housing

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

## Accommodation for Parents and Visitors to the University

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

## Off-Campus Housing Registry

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

## MULTIFAITH SERVICES

Multifaith Centre
Campus Services Building, Room 151
Hours: Mon-Wed 8:30-3pm
Thurs, Fri 8:30-2pm
Phone: 250-721-8338
Web: <www.uvic.ca/multifaith>

Multifaith Chaplains Service is a campus resource for UVic students interested in spiritual learning, practice, service and community. The Service is predicated on the conviction that active spirituality strengthens the student experience and contributes to wellness. We draw upon the resources of diverse spiritual traditions and foster a strong network of relationships that includes participation from Bahá'í, Buddhist, Christian, Jewish, Muslim, Sikh, Wicca communities and those who do not connect to any one tradition, but are simply seeking spiritual identity, learning and support.

Learning about spiritual wisdom is facilitated through workshops, discussion circles, speaker series, special events and study groups. Developing a spiritual practice is made possible through groups on meditation, body work, healing touch, prayer, worship and ritual. Opportunity for Service is facilitated by mentoring student volunteerism in non-profit service and social activism agencies. Community amongst students is supported through retreats, student religious clubs, an Multifaith Student Council, and social events.

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

## INTERNATIONAL AND EXCHANGE STUDENT SERVICES

University Centre, second floor
Hours: Mon-Fri 9:00-4:30
Phone: 250-721-6361
Web: <www.iess.uvic.ca>
Email: iess@uvic.ca

The International and Exchange Student Services Office provides assistance and support to international students at UVic as well as to students wishing to study abroad.

Services for international students include an orientation program for all newcomers as well as workshops, information sessions and ongoing support from Student Advisers throughout the year. The IESS Office also operates a Buddy Program that matches new international students with returning UVic students for mentorship, friendship and cultural exchange. More information about services for international students is available at <www.iess.uvic.ca>.

Students wanting information on study abroad and exchange opportunities should check the IESS website. Students are also welcome to drop in to the IESS office with further questions.

### Student Exchange Programs

More than 100 exchange opportunities in over 30 countries exist at UVic through various faculties and departments, including International and Exchange Student Services (IESS).

The IESS Exchange Program has partner universities offering undergraduate courses of interest primarily to students enrolled in the areas of humanities, social sciences and science, although students from other faculties may also be eligible to apply. Application for an exchange through the IESS office is open to full-time UVic students who are currently registered in courses and who have completed at least one term. Important procedures for applying, including eligibility requirements, are available at <www.iess.uvic.ca>.

Students interested in coming to UVic on an exchange program should apply through their home university. Further information for incoming exchange students is available at <www.iess.uvic.ca>.

## LEGACY ART GALLERY AND CAFÉ

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

Situated off-campus in downtown Victoria, the Legacy offers a welcoming combination of contemporary art gallery, café and gift shop.

The legacy fulfills the vision of Victoria businessman Michael C. Williams, who bequeathed most of his estate, including more than 1,100 art works, to the University of Victoria after his death in 2000. Williams passionately believed his art collection should become a shared treasure, to be enjoyed by everyone, free of charge. The Legacy exists to share that wealth.

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

## RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY

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

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

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

## THE WRITING CENTRE (TWC)

Room 135e C.W. Lui Learning Commons, McPherson Library
Web: <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, workshops, seminars and non-credit courses that address common issues in academic writing.

# Student Affairs

## 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 Unacknowledged Source magazine, the bulletin list-serve

and special events planning, in addition to other services. These services are funded by membership fees, collected by the university on behalf of the Society. Grad students are eligible to use rooms in the Grad Centre free of charge for academic-related meetings and events. The Society, in collaboration with the Faculty of Graduate Studies, funds travel grants, administered by the faculty, to assist graduate students wishing to attend professional meetings and conferences. Grad students are encouraged to enjoy the excellent food at the Grad House Restaurant in the Grad Centre. For more information, visit the General Office in the Grad Centre, or call 250-472-4543.

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

## Native Students Union

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

## ACCESS UVic!

Student Union Building B102
Phone: 250-472-4389
Email: advocacy@accessuvic.ca

Access UVic! is the Advocacy Group of students with disabilities. We are a cross disability alliance working to represent the best interests of disabled students at the University of Victoria. Our commitment is to the removal of barriers to the full participation of students with disabilities in all aspects of university life. Access UVic! actively promote the rights and dignity of all disabled people in society. To learn more, all interested students are invited to call or drop by our Disability Advocacy Centre on the main floor of the SUB.

## Students of Colour Collective

Student Union Building B020
Phone: 250-472-4697
Email: socc@uvss.uvic.ca
Web: <www.uvss.uvic.ca/socc>

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

## UVic Pride Collective

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

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

## Ombudsperson

Student Union Building B205
Phone: 250-721-8357
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, such as office and library assistance and committee organizing. The Women's Centre also publishes an anti-racist, feminist zine, *Thirdspace*. Collective members and volunteers are encouraged to organize around personal areas of interest, such as sex and sexuality, health, body image, environment, globalization and the practice of feminist theory. For more information, drop by the Centre, get involved, and be a part of the movement!

## CFUV 101.9 FM

Student Union Building B006
Hours: Mon-Fri 10:00-6:00
Phone: 250-721-8702
Email: vol4cfuv@uvic.ca
Web: <cfuv.uvic.ca>

CFUV is UVic's campus community radio station. CFUV programming ranges from rock, hip-hop and electronic to folk, jazz, multicultural and public affairs. CFUV is funded through a student levy and community fund-raising. A large body of volunteers comprised of UVic students and community members help run the station, along with staff and work-studies. Students interested in volunteering are invited to

visit or phone the station during office hours. Previous radio experience is not necessary.

### The Martlet

Student Union Building B011
Phone: 250-721-8361
Email: edit@martlet.ca
Web: <**www.martlet.ca**>

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

### CANADIAN FORCES UNIVERSITY TRAINING PLANS

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

The Canadian Forces provide opportunities for young Canadians to obtain a bachelor's degree while training for the career of a military officer.

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

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

### UVIC ALUMNI ASSOCIATION

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

All graduates of UVic automatically become members of the alumni association.

The alumni association strives to enhance the quality of life on campus through:
• scholarship and bursary awards
• support for student orientation and recruitment programs
• grants for student and department projects
• support for an active Student Alumni Association (SAA)
• Excellence in Teaching Awards

After graduation, the alumni association encourages a lifelong relationship among alumni and the University. An engaging alumni magazine, *The Torch*, is published twice a year, and networking opportunities are provided through alumni branches worldwide. The alumni association provides a number of benefits, services and recognition to its members, including:
• the UVic Online Community
• "Plan A!" alumni-supported student programs
• a grad welcome program
• an Alumni Benefits Card
• affinity programs
• career services and programs
• Distinguished Alumni Awards

The UVic Alumni Association is incorporated under the *Society Act* of British Columbia and governed by an elected board of directors. The association encourages all alumni, regardless of location, to stay connected to their alumni association, to attend events, to volunteer, and to support their university.

For more information on programs and volunteer opportunities, contact UVic Alumni Services.

# Indigenous Student Services

## OFFICE OF INDIGENOUS AFFAIRS AND FIRST PEOPLES HOUSE

*Fran Hunt-Jinnouchi, BSW (UVic), M.Ad.Ed. (St. FX), Director and Manager of the First Peoples House*

*Veronica Lefebvre, BA (Concordia), Director's Assistant*

*Carly Cunningham, BA (UVic), First Peoples House Receptionist*

The Office of Indigenous Affairs (INAF) promotes, supports and facilitates UVic's comprehensive Indigenous initiatives, including academic programs, student support services, protocol activities and the First Peoples House. The office also provides advice to university departments, faculty members, staff and administrators and works to expand UVic partnerships with First Nations, Métis and Inuit communities and organizations. The office is located in the First Peoples House, General Office (email: inafadm@uvic.ca and phone: 250-472-4913).

The Director provides advice to University departments, faculty members, staff and administrators as well as expanding and strengthening UVic partnerships and collaborations with First Nations, Métis and Inuit communities and organizations.

The Director works closely with the President, Vice-Presidents, Deans, Chairs, Academic and research units and Student and Ancillary Services and ensures a coordinated and proactive approach to Indigenous initiatives, both on and off campus. The Director has an influential role in developing policy related to Indigenous education. (franhj@uvic.ca and 250-721-6326).

The Office of Indigenous Affairs replaces the former Aboriginal Liaison Office, and has an expanded role and mandate in keeping with the University's goal to be the University of choice for Indigenous students.

### INDIGENOUS COUNSELLING AND SUPPORT

Other staff serving Indigenous students include:
• Office of Indigenous Affairs: Coordinator of Indigenous Student Support, Trevor Good (250-853-3599 or inafco@uvic.ca)
• Office of Indigenous Affairs: Cultural Protocol Liaison, Deb George, (250-472-4106 or inafev@ uvic.ca)
• Office of Indigenous Affairs: Indigenous Community Liaison and Outreach Coordinator, Lalita David (250-853-3729 or inafclo@uvic.ca)
• First Peoples House: Indigenous Student Counsellor, Dr. William McGhee (250-472-5119)
• Indigenous Education Advisor and Coordinator, Faculty of Education, Nick Claxton (250-721-8389)
• Indigenous Adviser, Faculty of Human and Social Development,
• Director, Academic and Cultural Support Program, Faculty of Law, Maxine Matilpi (250-721-8171)

### NATIVE STUDENTS UNION

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

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

# Office of International Affairs

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

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

*Paula Ceroni, Coordinator special projects*

*Pamela Vivian, Administrative Assistant*

The Office of International Affairs (OIA) represents the University internationally and facilitates and oversees UVic's international activities

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

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

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

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

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

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

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

# Faculty of Graduate Studies

*Aaron H. Devor, BA (York), MA
(S. Fraser), PhD (Wash), Dean*

*Gweneth A. Doane, BSN, MA, PhD (Victoria),
Associate Dean*

*Patricia MacKenzie, BSc (Oklahoma
Christian), MSW (Brit Col), PhD
(Edinburgh), Associate Dean*

*Angela Martin, MA (Regina), Assistant Dean*

**Executive Committee
Members**

*Aaron H. Devor, Dean of the Faculty of Graduate
Studies, Chair*

*Gweneth Doane, Associate Dean of the Faculty of
Graduate Studies*

*Patricia MacKenzie, Associate Dean of the Faculty
of Graduate Studies*

*Angela Martin, Assistant Dean of the Faculty of
Graduate Studies*

*Angela A. Katahan, Director of Graduate
Admission and Records*

**Representing Business**
*Chris Graham. Term expires June 30, 2011*

**Representing Education**
*Wolff-Michael Roth, Curriculum & Instruction.
Term expires June 30, 2013*

**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**
*Robin Hicks, Chemistry. Term expires June 30, 2012*

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

**Representing the Graduate Students' Society**
*AKalin McCluskey*

**Graduate Admissions and Records**
   Phone: . . . . . . . . . . . . . . . . . . . . . 250-472-4657
   Fax: . . . . . . . . . . . . . . . . . . . . . . . 250-472-5420
   E-mail: garo@uvic.ca
   Website: <registrar.uvic.ca/grad>

**Dean's Office, Faculty of Graduate Studies**
   Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7970
   Fax: . . . . . . . . . . . . . . . . . . . . . . . 250-721-8957
   E-mail: fgssec2@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 shown at right.

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

# Faculty Admissions

### GENERAL REQUIREMENTS AND PROCEDURES FOR ALL GRADUATE STUDENTS

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

1. an academic standing acceptable to the Faculty of Graduate Studies and the academic unit concerned
2. satisfactory assessment reports
3. the availability of an appropriate supervisor within the academic unit concerned
4. the availability of adequate space and facilities within the academic unit concerned.

### Entry Points

Students may enter the Faculty in September, January, May or July; however, some programs have restricted entry points. Academic unit's calendar entries should be consulted for details.

### Application for Admission

There is an application fee of $102 if all post-secondary transcripts come from institutions within Canada and $127 if any post-secondary transcripts come from institutions outside of Canada. It is non-refundable and can not be credited towards tuition fees. Applications will only be processed after the application fee has been received.

Application materials are kept on file for one year, and may be reactivated on request within that year and by submission of a new application and application fee. Payment must be made in Canadian funds drawn on a Canadian bank, or in US funds drawn on a US bank.

Applications for admission should be submitted as early as possible 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.

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

## Important Application Information
### Requirement to Disclose Information

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

### University's Right to Refuse Applicants

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

| Graduate Certificates and Diplomas | | |
|---|---|---|
| **Academic Unit** | **Graduate Certificate** | **Graduate Diploma** |
| Business | • Entrepreneurship | • Entrepreneurship |
| Child and Youth Care | | • International Child and Youth Care and Development |
| Public Administration | • Cultural Sector Leadership<br>• Evaluation<br>• Library Sector Leadership | • Evaluation |
| Public Health and Social Policy | | • Public Health |

## University's Right to Limit Enrolment

The University does not guarantee that students who meet the minimum published requirements will be admitted to any faculty, program or course. In cases where the number of qualified applicants exceeds the number that can be accommodated, the University reserves the right to set enrolment limits in a Faculty or program and to establish admission criteria beyond the minimum published requirements set out in this section.

## Submission of Transcripts

Documents will not be returned. They become the property of the University of Victoria. If a student's originals are irreplaceable, the student should submit copies for review purposes. Original documents will be required before a full offer of admission is given. Documentation from applicants who are not admitted or who do not take up an offer of admission will be kept on file for one year.

Applicants who have attended other post-secondary institutions must arrange with those institutions to forward one official 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 University of Victoria transcripts is not required.

Applicants must submit evidence of their ability to undertake advanced work in the area of interest in the form of two assessment reports or letters of reference, submitted directly to the Graduate Admissions and Records Office from qualified referees.

Applicants who have all materials submitted to the Graduate Admissions and Records Office by February 15 will be guaranteed consideration for University of Victoria Graduate Fellowships. Completed applications received after February 15 may be considered for UVic Fellowships at the discretion of individual academic units unless academic units set earlier deadlines.

Application materials are verified on a routine basis. If the Graduate Admissions and Records Office receives evidence that any documentation submitted as part of the application has been forged or falsified in any way, the applicant will be permanently banned from the University of Victoria. A warning will also be circulated to all other Canadian universities.

## English Competency Requirement

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

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

An overall score of at least Band 6.5 with no score of less than 6.0 on each academic component of the International English Language 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. Official test score reports must be sent directly to the University of Victoria by the testing agency. Individual academic units may require a score higher than the Faculty of Graduate Studies minimum; applicants should check with the relevant academic unit.

Upon the recommendation of the academic unit offering admission, completion of the University Admission Preparation Course offered by the University of Victoria English Language Centre with a minimum score of 80% will be accepted in lieu of the above standardized English competency tests. University Admission Preparation is the highest level in the 12-Week program (ELPI) offered in January, April and September each year. The same course is offered in a 4-week intensive format each summer. Specific admission requirements for UAP are outlined in the website. The 12-week program is full-time and applicants enrolled are not eligible to be registered in any other course.

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

Examinee's score records and photocopies are not acceptable. Scores from tests taken more than two years prior to application are not acceptable.

## GMAT and GRE Requirements for Graduate Studies

The Graduate Management Admission Test (GMAT) is prepared and scored by Education Testing Services (ETS), Princeton, New Jersey, and the Graduate Management Admission Council. The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and ETS. GMAT and GRE requirements are prescribed by individual academic units. In some instances, completion of the examination is mandatory. Applicants are advised to check academic unit entries for detailed information. However, the Faculty of Graduate Studies reserves the right to require a GRE score (on Advanced and Aptitude Tests), for any applicant. Voluntary submission of a GRE score may facilitate the admission process.

## ADMISSION TO REGULAR DOCTORAL DEGREE PROGRAMS

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

Admission to a doctoral program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees and the completion of a master's thesis or other scholarly work.

## Candidate Status

All doctoral students are admitted as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for the degree of Doctor of Philosophy.

## Admission Without a Master's Degree

Applicants without a master's degree must have either:
- a baccalaureate degree as defined above from a recognized institution with a cumulative grade point average of 7.0 (A-) on the final two years of the bachelor's degree, or
- completed at least two terms in a master's program at UVic.

## Transfer from a Master's to a Doctoral Program

A transfer from a master's to a doctoral program may be recommended to the Dean of Graduate Studies by the academic unit. Requests for transfer will be considered at any time after two terms in a master's program. Fee installments paid towards the minimum program fee for the master's program will be applied towards the minimum fee requirement for the PhD program. Completion is required within seven years from the date of the first registration in the master's program. Students who are recommended for transfer to the doctoral program within the same academic unit are not normally

required to submit additional assessment reports.

## ADMISSION TO REGULAR MASTER'S DEGREE PROGRAMS

Please refer to the section "General Requirements and Procedures for All Graduate Students."

In general, the minimum academic standing will be:

1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution
2. a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to the bachelor's degree.

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

Practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used as credit toward a graduate degree program.

## 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 STUDY

### Applicants Who Do Not Meet Faculty Admission Requirements

#### 1. Pre-Entry Program

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

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

#### 2. Independent Upgrading

Applicants with an undergraduate degree whose grade point average is below the Faculty of Graduate Studies' minimum may complete additional senior undergraduate course work to strengthen their application. If, after completion of additional courses, the applicant is admitted, those courses are not eligible 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. 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 Credit", page 28. 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 résumé is required to determine eligibility 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 accredited and 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 competency.

#### 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 "Fees for Non-degree Students", page 35.

### 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 are to 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 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 and Awards 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 official admission (not provisional admission) and have satisfied all student authorization requirements through the Canadian Consulate in their home country.

## INDIVIDUAL GRADUATE PROGRAMS BY SPECIAL ARRANGEMENT

### General Information

Under appropriate conditions, it may be possible for academic units to offer doctoral and master's degrees even though they do not have established graduate programs. Such an offering is called an Individual Degree by Special Arrangement. Since these degree programs are created on an individual basis, the Faculty of Graduate Studies requires that applicants and academic units satisfy a stringent approval process.

In order to be considered for approval to offer a doctoral degree by special arrangement, the academic unit must have a regular master's program and have graduated students from that program during each of the last three years.

In order to be considered for approval to offer a master's degree by special arrangement, the academic unit must have an active Major or Honours undergraduate program and have graduated students from that program in each of the last three years.

It is the applicant's responsibility to arrange the details of the program. The Faculty of Graduate Studies and academic units are under no obligation to arrange or approve special arrangement programs.

The Dean of Graduate Studies will set a quota for the number of individual special arrangement degrees permitted in any academic unit.

### Admission

Applicants for degrees by special arrangement must follow the admission procedures and meet the entrance criteria for the Faculty of Graduate Studies.

Potential applicants must develop the degree program and assemble the supervisory committee before making formal application.

### Proposal Approval

Admission will be approved by the Dean of Graduate Studies once the proposal has been reviewed and approved by the academic unit. This proposal is jointly developed by the applicant and the 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 member must have supervised successful candidates for graduate degrees.

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

### Program and Course Designation

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

### Master's Programs

| | |
|---|---|
| DEPT 580 | $(1.5\text{-}3.0)^2$ Directed Studies |
| DEPT 596 | $(1.5\text{-}3.0)^2$ Team Graduating Report/Project (non-thesis option) |
| DEPT 597 | $(0)^2$ Comprehensive Examination (non-thesis option) |
| DEPT 598 | $(1.5\text{-}4.5)^2$ Individual Graduating Report/Project (non-thesis option) |
| DEPT 599 | $(6.0\text{-}12.0)^2$ Thesis |

### Doctoral Programs

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

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

### Graduate Studies Courses by Special Arrangement

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

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 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.

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 their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- the ability to deal with complex issues analytically, systematically and creatively,

- the ability to engage in decision making in complex and unpredictable situations
- the ability to communicate clearly with various audiences;
- the ability to develop new skills and continue to advance their knowledge and understanding; and
- the independent learning ability required for continuing professional development.

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

### Master's Degrees (thesis option)

In addition to the criteria for all Master's Degrees, graduates of a master's degree (thesis option) will demonstrate:

- conceptual understanding that enables the student to: critically evaluate current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses.
- self direction and originality in tackling and solving problems, and in planning and implementing tasks at a professional or equivalent level.

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

In addition to the criteria for all Master's Degrees, graduates of a master's degree (non-thesis option) will demonstrate:

- a high level of achievement in the application of knowledge required in the related field; and,
- mastery of the skills required to complete a complex project in the related field.

## 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 level or 45 units beyond the bachelor's level, and satisfactory completion of the prescribed program.

No more than 3.0 units of work at the senior Bachelor's level may be taken for credit in a doctoral program. Any senior undergraduate courses (numbered 300-499) included in a graduate program must be pertinent to the program. Courses numbered at the 100 and 200 level may be included in the program as prerequisites but will be indicated on the student's record as FNC (For No Credit); as well, courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations.

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

### Doctoral Candidacy Examinations*

The candidacy examination is a requirement of the Faculty of Graduate Studies and cannot be waived by any academic unit. However, the precise form, content, and administration of such examinations are determined by individual academic units.

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

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

Individual academic units or supervisory committees may also require other examinations in addition to the candidacy examination. Such examinations may include those to test competence in languages other than English, in statistics, in computing, or in other basic research skills.

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

Academic units are responsible for providing the student with a written statement of procedures, requirements and regulations pertaining to all such examinations. This information must be made available to doctoral students as soon as they enter the program. A copy of these procedures must be on file with the Faculty of Graduate Studies.

The Candidacy Examination course (numbered 693) can be either a pre- or a co-requisite to the Dissertation course (numbered 699) as determined by each individual academic unit. The regulations regarding the ordering of these

courses are included under the course listings for each academic unit.

*\* All doctoral students must register for and pass the course numbered 693 (Candidacy Examination) in their academic unit in the terms in which they are preparing for or sitting the candidacy examination(s).*

### Doctoral dissertations

When research is completed, and before the dissertation is written, the student should 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, although most programs include a thesis based on research (see Master's Degree Without Thesis, below).

### Minimum Graduate Component of Master's Degree

A master's candidate must complete a minimum of 12 units of graduate credit out of the total

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

### Master's Theses

When research is completed, and before the thesis is written, the student should download a copy of the Thesis/Dissertation Guidelines from the following website <web.uvic.ca/ gradstudies/ current>. This publication specifies academic and technical requirements to ensure acceptability of the document to the University and the National Library.

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

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

### Master's Degrees Without Theses

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

1. A program form must be completed 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 31, and "Results of Oral Examinations (Master's degrees without theses)", page 32.

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

### Academic Unit Graduate Studies Advisers

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

### Academic Supervisors

Each graduate student will have a member of the Faculty of Graduate Studies assigned as academic supervisor to counsel the student in academic matters. 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. Such absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

## Supervisory Committees

Each student will have a supervisory committee nominated by the academic unit and approved by the Dean of Graduate Studies. The 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 prescribes such an examination. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

## Composition of the Supervisory Committee: Doctoral Degrees

Listed below are the minimum requirements for doctoral supervisory committees. Additional supervisory committee members may be added without the approval of the Dean as long as they are 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 provisos that at least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a successful PhD candidate.

## Individual Interdisciplinary Doctoral Degrees

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

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

Listed below are the minimum requirements for master's supervisory committees. Additional supervisory committee members may be added without the approval of the Dean as long as they are 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.

## Master's Degrees Without 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.

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

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

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

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

## Interdisciplinary Master's Degrees

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

# Registration

## DEFINITION OF FULL-TIME STATUS

Any student who is registered for a single term in Winter Session (September to December OR January to April) OR Summer Session (May to August) is defined as full-time if:
- enrolled in 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. Transfer credit and time limits apply to both on- and off-campus students, and both full-time and part-time programs.

## CONTINUITY OF REGISTRATION

All students admitted to the Faculty of Graduate Studies must either register for credit in every term from the time of admission until the requirements of the degree have been met, or register for a 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 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. In exceptional cases, the Dean of Graduate Studies may approve the concurrent registration of a graduate student in an undergraduate program. Students must obtain the Dean's permission prior to registering in undergraduate courses.

For undergraduate courses that also have course surcharges in addition to the course fee, the surcharges will apply and will be extra to the cost of the graduate degree.

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 Course Change Form.

A student who is only auditing courses should submit to Graduate Admissions and Records a completed Auditor Entry Form, as well as provide a transcript of degree. A student whose first language is not English, and who has resided in Canada or other English-speaking countries less than three consecutive years immediately prior to the beginning of the session applied for, must demonstrate competency in English (see "English Competency Requirement", 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, and
   - the courses have been approved by the student's supervisor.

## LETTER OF PERMISSION FOR STUDIES ELSEWHERE

Students currently registered in a graduate program who wish to undertake studies at another institution for transfer credit toward their graduate degree at UVic must apply in writing to the Graduate Admission and Records Office, specifying the host institution, the exact courses of interest and their unit values. The application must be supported in writing by the supervisor. Students will be required to provide supporting information such as a calendar description or course syllabus. If permission is granted, the student must 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 DEGREES PROGRAMS

The University of Victoria offers double degrees programs in selected fields of study. Students may apply to the relevant academic unit(s) for approval to enrol in double degrees options. There is no common application form or registration process. Students must apply to the Faculty of Graduate Studies and to the relevant academic unit(s) to be admitted in accordance with the existing policies of each. Once admitted, students in a double degrees program must register separately in each academic unit. Students will register in both degrees concurrently and must follow the regulations of each. Students will inform the Graduate Admissions and Records Office when they have been admitted to a double degrees program. Because of the wide variety of academic backgrounds of applicants, specific degree program requirements may vary from student to student.

The academic records of students in double degrees programs will be maintained separately for each academic unit.

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

Students in approved double degrees programs which span an undergraduate and a graduate

program must have the permission of the Dean of Graduate Studies to register concurrently as a graduate and undergraduate student. If, at any time, a student terminates participation in a particular double degrees program, permission does not extend to pursuing any other degrees concurrently with a graduate degree. Only those grades for courses that appear on the Faculty of Graduate Studies record will be used for the purposes of making Graduate Studies awards, determining adherence to the Faculty of Graduate Studies academic performance regulations and assessing graduate fees.

Separate degrees will be awarded upon completion of the requirements applicable to the particular degree.

## REGISTRATION AFTER ORAL EXAMINATION OF DISSERTATION OR THESIS OR AFTER NON-THESIS ORAL EXAMINATION OR COMPREHENSIVE EXAMINATION

After successful completion of a dissertation or thesis final oral defense, or the final comprehensive examination (or equivalent) for a master's degree without thesis, students are not permitted to be enrolled in courses in the Faculty of Graduate Studies except as indicated below:

- registration in dissertation or thesis until required revisions are complete
- co-op work terms as required to receive the co-op designation for the graduate degree
- registration in a course that may be required to complete degree requirements
- other registration as approved by the Dean of Graduate Studies

A student registered in courses other than those listed above will automatically be dropped from all such courses upon notification to the Graduate Admissions and Records Office of successful completion of the oral or comprehensive examination.

## DEADLINES FOR DROPPING COURSES

Students may use "My page" to drop first-term courses until the last day of classes in October, and second-term and full-year courses until the last day of classes in February. Students who fail to do so will receive a failing grade (N) for the course.

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

Students may not take or receive credit for courses in which they are not registered and may not drop courses after Faculty of Graduate Studies deadlines without permission of the Dean.

Non-degree and auditing students may cancel their registration by submitting a Graduate Course Change Form to the Graduate Admissions and Records Office by the specified deadlines for dropping courses.

## TIME LIMITS

The time limits shown below are University of Victoria requirements and are in no way related to time limits established by funding agencies or loan remission programs. Contact your sponsor or student loan office for details on time limits for those purposes.

Students with permanent disabilities may apply for a time limit extension for reasons directly related to their disability. Requests for such extensions must be directed in writing to the Office of the Dean of Graduate Studies and must be accompanied by a supporting letter from the Resource Centre for Students with a Disability or from a physician. RCSD advisers will certify that the request for an extension is supported by documentation supplied by the student in accordance with the Policy on Providing Accommodation for Students with a Disability.

Where a time extension due to a disability is granted the program extension fee will not apply and students will be charged the standard re-registration fee for each term until degree completion.

For more information on applying for a time extension for reasons associated with a disability, contact the coordinator of the Resource Centre for Students with a Disability at 250-472-4947 or <inforcsd@uvic.ca>.

## Time Limit for Doctoral Degrees

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (eighty-four consecutive months) from the date of first registration in the program. If the student transfers to the doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Students who fail to obtain permission for an extension prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated may have a letter of recommendation forwarded from the academic unit to the Dean of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

## Time Limit for Master's Degrees

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

Students who fail to obtain permission for an extension prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated must have a letter of recommendation forwarded from the academic unit to the Dean of Graduate Studies, as well as the re-registration form. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

## 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 enrolled in a co-operative education program will have additional months added to the normal completion times noted above equal to the time spent on co-op work terms, to a maximum of 12 months.

## ACADEMIC CONCESSIONS

A student who is affected by illness, accident or family affliction should immediately consult with Counselling Services, University Health Services or another health professional. In such cases, the student may apply for a deferral of a course grade, a drop of course(s) without academic and/or fee penalty after the published withdrawal deadline, or a temporary withdrawal from the program due to illness, accident or family affliction.

Applications for temporary withdrawals from the program must be accompanied by supporting documentation.

Students may request, directly from the course instructor, deferral or substitution of work which is due during the term. Arrangements to complete such missed or late work must be made between the student and the instructor. If the request for deferral or substitution of term work is denied, the student may appeal as described in *Appeals Procedures: Faculty of Graduate Studies,* which is available at the Faculty of Graduate Studies website.

Students requesting consideration for a drop of courses without academic penalty after the published withdrawal deadline should submit a request for a backdated withdrawal and supporting documentation to the Office of the Faculty of Graduate Studies.

## LEAVES OF ABSENCE AND WITHDRAWAL FROM GRADUATE PROGRAMS

Students in degree programs who require a leave of absence or wish to withdraw must do so formally. Personal leaves can be processed directly by the student using the UVic portal system. Parental, compassionate and medical leaves are processed by submitting the following documentation to the Graduate Admissions and Records office:

1. Leave of Absence with Permission Request form <**registrar.uvic.ca/grad/forms**>
2. Written acknowledgement from the student's supervisor and the academic unit graduate advisor
3. Pertinent documentation related to the request for leave.

See Withdrawal with Dean's Permission below for requirements for this type of request.

## Leaves of absence

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

There are three types of leaves of absence:
1. Personal Leave
2. Parental Leave
3. Compassionate/Medical Leave

### Personal Leave

Students may take leaves for personal reasons. 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. Written acknowledgement from the student's supervisor and the graduate adviser concerning the leave should accompany the leave request. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

### Compassionate/Medical Leave

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

### Withdrawals

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

### Withdrawal with Dean's Permission

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

Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge.

### Withdrawal Without Permission

Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to have their abandoned program reactivated must submit a letter of appeal to the Dean of Graduate Studies. Readmission requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. If approval is given, the completed reregistration form must be presented and a reinstatement fee must be paid to the Graduate Admissions and Records Office.

Upon readmission any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the Academic Unit and approval from the Dean of Graduate Studies.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge.

In all cases the time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.

## VACATION FOR GRADUATE STUDENTS

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

# Faculty Academic Regulations

## STUDENTS' RESPONSIBILITIES

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

Students are responsible for:
- making themselves familiar with the general Calendar regulations of the Faculty of Graduate Studies. If unsure about any aspect of the Faculty regulations, students should contact the Graduate Admissions and Records Office.
- making themselves familiar with the academic unit's requirements and deadlines. If unsure about any aspect of the academic unit's regulations, students should contact the Graduate Adviser in their academic unit.
- ensuring that their courses have been chosen in conformity with the Faculty of Graduate Studies and academic unit's regulations. Students are also responsible for ensuring the completeness and accuracy of their registration. Any discrepancy between the program they are following and the Calendar regulations, or discrepancy between the program

they are following and that recorded in the Graduate Admissions and Records Office must be reported promptly to the Graduate Admissions and Records Office. Students should also inform their academic supervisor, supervisory committee and academic unit's graduate studies adviser that they have reported the matter. Discrepancies can often be detected by examining the Curriculum Advising and Program Planning (CAPP) form. If unsure about any aspect of their records, students should contact the Graduate Admissions and Records Office.

- making themselves familiar with their fee obligations as outlined in the fee regulations section (see "Tuition and Other Fees", page 33). 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 33.
- 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 27.

## ACADEMIC INTEGRITY

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

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

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

### Plagiarism

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

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

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

### Multiple Submission

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

### Falsifying Materials Subject to Academic Evaluation

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

### Cheating on Assignments, Tests and Examinations

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

### Aiding Others to Cheat

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

## Procedures for Dealing with Violations of Academic Integrity in Course Work

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair or Director of the unit concerned (or, in the case of undepartmentalized faculties, the Dean). Procedures for determining an appropriate penalty also involve the Dean of Graduate Studies and, in the most serious cases, the President. The Chair, Director or Dean (in the case of undepartmentalized faculties) may designate an experienced faculty member (e.g., the course coordinator in multiple-section courses) to fulfill his or her responsibilities in relation to this policy.

### Allegations

Alleged offences must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructor, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student's adviser.

### Determining the Nature of the Violation

The Chair shall make a determination as to whether convincing evidence exists to support the allegation.

### Determining Appropriate Penalties

If there is convincing evidence, the Chair shall inform the Dean of Graduate Studies, who shall then inform the Chair whether the student's record contains any other confirmed instances of plagiarism or cheating. If there is no record of prior offences, the Chair shall make a determination with respect to the appropriate penalty, using the guidelines provided below.

### Referral to the Dean

Where there has been a prior offence, the Chair shall forward the case to the Dean of Graduate Studies, after having first determined that convincing evidence exists to support the allegation. The Chair may submit a recommendation to the Dean with respect to a proposed sanction. In the case of a first-time offence that is particularly unusual or serious, the Chair may refer the case to the Dean, with a recommendation for a penalty more severe than those outlined below.

### Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which shall be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand shall be sent to the student and copied to Graduate Records, where it shall be kept until four (4) years after graduation.

### Rights of Appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with University policy. A student may:
- appeal a decision made by an instructor to the Chair of the academic unit in which the student is registered
- appeal a decision made by the academic unit Chair to the Dean of Graduate Studies
- appeal a decision made by the Dean or by the President under the provisions of section 61 of

the University Act to the Senate Committee on Appeals

In the case of a successful appeal, any penalty will be rescinded and the letter of reprimand shall be withdrawn from Graduate Records.

## Guidelines for Penalties

These guidelines distinguish between minor and serious violations of university policy, and between first and subsequent offences.

### Violations Relating to Course Work

#### Plagiarism

Multiple instances of inadequate attribution of sources should result in a grade of zero for the assignment. A largely or fully plagiarized assignment should result in a grade of F for the course.

#### Multiple Submission Without Prior Permission

If a substantial part of an assignment submitted for one course is essentially the same as part or all of an assignment submitted for another course, this should result in a grade of zero for the assignment in one of the courses. If the same assignment is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the assignment was submitted.

#### Falsifying Materials

If a substantial part of an assignment is based on false materials, this should result in a grade of zero for the assignment. If an entire assignment is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

#### Cheating on Exams

Any instance of impersonation of a candidate during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized material (e.g., crib sheets, written notes on body or clothing) into an exam should result in a grade of F for the course. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers the bulk of the work.

#### Collaborative Work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the assignment should result in a grade of zero for the assignment, while instances of prohibited collaboration on the bulk of the assignment should result in a grade of F for the course.

### Repeat Violations

Any instance of any of the violations described above committed by a student who has already committed one offence, especially if either of the offences merited the assignment of a grade of F for the course, should result in the student's being placed on disciplinary probation. This decision can only be taken by the Dean of Graduate Studies. Disciplinary probation will be recorded on the student's transcript. If a student on disciplinary probation commits another offence, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

### Violations Relating to Graduate Student Dissertations or Theses

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

- b) Instances of plagiarism or falsification of materials that affect a major part of the student's dissertation or thesis should result in the student being placed on disciplinary probation and the rejection of the thesis. While the determination of the nature of the offence would be made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies.

- c) If a student on disciplinary probation 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 of Graduate Studies.

### Keeping Records

Violations of academic integrity are most serious when repeated. Records of violations of university policy are kept to ensure that repeat offenders can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

a) Chairs, Directors and Deans (whichever is responsible for imposing the penalty) will report instances of plagiarism and cheating to the Graduate Admissions and Records Office. The student's file will be marked to indicate that a violation has occurred and the faculty in which the violation occurred, and to note the penalty imposed (i.e., zero for the assignment, F for the course).

b) Only Deans (or their designates) will have access to information on individual students, and only to check for repeat offences. This information will not be available to instructors, Chairs, or other staff. Administration officers may have access to aggregate information on numbers of offences for purposes of analysis, but in this case the information is to be provided without revealing the names of students.

c) Disciplinary probation will be recorded on the transcripts of students who have committed two or more offences.

d) Files detailing the nature of the offence are to be retained in either the Dean's office or the Chair's office until four years after the student's graduation.

e) Ordinarily, information on cases of plagiarism and cheating is to be available only to the Dean of Graduate Studies and only for the purpose of checking for repeat offences. However, in some special circumstances, there may be reasons why faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty intends to use the files kept by the Dean of Graduate Studies or Chair for any such purpose, that purpose must be publicly identified by the faculty.

## 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 with the advice and consent of the academic unit(s) concerned. Normally, such students will not be eligible for re-admission to the Faculty of Graduate Studies.

## RESEARCH APPROVAL REQUIREMENT

Students are responsible for assuring that, prior to undertaking research during their program, they receive the appropriate review and approvals from the Office of Research Services. Where applicable, research should be approved by the appropriate committee(s): The Human Research Ethics Committee, the Animal Care Committee and the Biosafety Committee. Further information about ethics approval requirements and application forms can be found at <**www.uvic.ca/research/conduct/regapproval**>.

## CONFLICT OF INTEREST

The University of Victoria's Conflict of Interest policies apply to the Faculty of Graduate Studies. Copies of these policies are available in academic unit's offices and on the University website.

**FACULTY OF GRADUATE STUDIES**

## EVALUATION OF STUDENT COURSE WORK

### Assessment Techniques

Each academic unit will formally adopt the techniques for evaluating student performance which it considers appropriate for its courses and which allow instructors within the academic unit some options.

Assessment techniques may include but are not limited to: assignments; essays; oral or written tests, including midterms; participation in class discussions; seminar presentations; artistic performances; professional practica; laboratory examinations; "open book" or "take home" examinations; and examinations administered by the instructor or Registrar during formal examination periods. Students may not participate in the determination of their own or another graduate student's grade, in whole or in part, in any course.

- Final examinations, other than language orals or laboratory examinations, will be administered during formal examination periods.
- Tests counting for more than 15% of the final grade may not be administered:
  - in any regular 13-week term, during the last two weeks of classes or in the period between the last day of classes and the first day of examinations
  - in any Summer Session course, during the three class days preceding the last day of the course.
- Neither the academic unit nor the instructor, even with the apparent consent of the class, may set aside this regulation.
- An instructor may not schedule any test that conflicts with the students' other courses or any examination that conflicts with the students' other examinations in the official examination timetable.
- An instructor may not schedule any test during the last two weeks of classes in a regular 13-week term unless students in the course have been given notice at least six weeks in advance.
- An instructor may not assign a weight of more than 60% of the overall course grade to a final examination without the consent of the Dean of Graduate Studies.

### Correction and Return of Student Work

Instructors will normally return all student work submitted that will count toward the final grade, except final examinations.

Instructors are expected to give corrective comments on all assigned work submitted and, if requested to do so by the student, on final examinations.

Where appropriate and practical, instructors should attempt to mark students' work without first determining the student's identity.

### Course Outline Requirement

Instructors are responsible for providing the academic unit's Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

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

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

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

### Duplicate Essays and Assignments

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

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

### English Deficiency

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

### Laboratory Work

In any science course which includes laboratory work, students will be required to achieve satisfactory standing in both parts of the course. Results for laboratory work will be announced by the academic unit prior to the final examinations. Students who have not obtained a grade of at least D will not be permitted to write the examination and will not receive any credit for the course. If a student obtains satisfactory standing in the laboratory work only and repeats the course, the student may be exempted from the laboratory work with the consent of the academic unit. The same rules may, at the discretion of the academic unit concerned, apply to non-science courses with laboratory work.

### Term Assignments and Debarment from Examinations

In some courses students may be assigned a final grade of N or debarred from writing final examinations if the required term work has not been completed to the satisfaction of the academic unit concerned. Instructors in such courses must advise students of the standard required in term assignments and the circumstances under which they will be assigned a final grade of N or debarred from examinations.

### Review of an Assigned Grade

Any student wishing clarification about, or who is dissatisfied with, an assigned grade should first discuss the matter with the instructor, who will review the work in question. This discussion should take place within 14 days of the grade being available. If the instructor agrees to change a grade before the final course grades have been submitted, a change of grade request should be made through the Chair to the Graduate Admissions and Records Office.

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

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

## GRADING

The table at right 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 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, at least half of the program units must be completed as a degree candidate in the Faculty of Graduate Studies at the University of Victoria.

## Faculty of Graduate Studies - Grading Scale

| Grade | Grade Point Value | Description | Achievement of Assignment Objectives |
|---|---|---|---|
| A+ | 9 | Exceptional work | Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable. |
| A | 8 | Outstanding work | Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations. |
| A- | 7 | Excellent work | Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts. |
| B+ | 6 | Very good work | Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses. |
| B | 5 | Acceptable work that fulfills the expectations of the course | Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking. |
| B- | 4 | Unacceptable work revealing some deficiencies in knowledge, understanding or techniques | Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. |
| C+ | 3 | | |
| C | 2 | | 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. |
| D | 1 | | |
| F | 0 | Failing grade | Unsatisfactory performance. Wrote final examination and completed course requirements. |

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 | 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 | | 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. |

In order to qualify for transfer, courses must meet all of the following conditions:
1. must be a graduate or senior undergraduate level course;
2. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution. Courses graded Pass/Fail or equivalent are not acceptable;
3. must not be used to meet the minimum admission standards of the Faculty of Graduate Studies;
4. must not have been used to obtain any degrees; and
5. must have been completed within the previous 10 years.

The titles and grades of courses allowed for transfer credit do not appear on the University of Victoria transcript, and grades will not be used in determining sessional or cumulative grade point averages. Credit granted at another institution on the basis of "life" or "work" experience is not acceptable for transfer credit. For students admitted as Mature Students (see page 18), transfer credit will not be granted for courses taken before enrolling in the Faculty of Graduate Studies.

### Transfer Credit and Fees

For non-degree courses taken at the University of Victoria, a fee credit may be obtained toward a subsequent degree program but only for courses for which academic transfer credit is approved toward the degree program. Allowable fee credit in this case is one Graduate Fee As-

sessment for each term of 3.0 units of non-degree courses to a maximum of three Graduate Fee Assessments in total.

Students holding a University of Victoria graduate certificate may be given two Graduate Fee Assessment credits toward a master's degree; and students holding a University of Victoria graduate diploma may be given three graduate fee assessments toward a master's degree and only for courses for which academic transfer credit has been granted and provided that the student enrolls within a two-term time frame (i.e., must be registered in the third term). In no case will more than 50% of the masters degree be completed with transfer credit.

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

All undergraduate courses at the 100-299 level are automatically designated FNC on the student's record.

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

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

### Repeating Courses

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

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

### ATTENDANCE

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

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

Instructors must inform students at the beginning of term in writing of the minimum attendance required at lectures and in laboratories in order to qualify to write examinations.

Students who are absent because of illness, an accident or family affliction should report to their instructors upon their return to classes.

## LANGUAGE REQUIREMENTS

Doctoral or Master's programs may require a knowledge of one or more languages other than English. Language requirements will be prescribed for individual students by the supervisory committee according to academic unit's regulations (see academic unit's entries). Such requirements are considered part of the student's program. When a language requirement is imposed, it must be met prior to taking the oral examination or, in the case of non-thesis master's programs, before the completion of the comprehensive examination and/or the oral examination of the project.

## CHANGES TO PROGRAM REQUIREMENTS

1. Students' programs will normally be governed by the regulations of the Faculty of Graduate Studies in effect at the date of their first registration in the faculty.

2. Where the Faculty of Graduate Studies regulations change program requirements before the student has completed her or his degree, the student, with the approval of the disciplinary faculty[1], may elect to be governed by the new regulations.

3. Where an academic unit does not propose to provide access to courses necessary to satisfy previous program requirements for at least five years[2], that unit must provide a transition program for any student registered in the Faculty of Graduate Studies at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.

4. An academic unit has no obligation to provide access to courses necessary to satisfy previous program requirements or to provide transitional programs for more than five years after the date of the program change.

5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student's situation, the student may request the Chair or Director or Associate Dean to establish a transition program. A student may appeal a negative decision to the Dean or the Dean's designate. The decision of the Dean or designate is final.[3]

*1. In some faculties (particularly Education), accreditation requirements may not permit a change in regulations midway through a student's program.*

*2. The change to five years reflects the number of years some faculties allow to complete their degree program.*

*3. Because it is impossible to foresee all situations in which unfairness may arise (for example, a student transferring in with advanced standing from a program affiliated with a UVic program), this general regulation will allow for special circumstances.*

# Co-operative Education

Most academic units and schools at the University of Victoria participate in graduate Co-operative Education which integrates periods of full-time employment with the academic program. Some graduate programs include co-op as a mandatory component of the program; others include co-op as an optional component. Consult the academic unit's calendar entries for more information.

Approval to participate in graduate co-op is at the discretion of the student's academic unit in consultation with the Faculty of Graduate Studies and the Director of Co-operative Education. Where approval is granted, procedures must adhere to the regulations set out under the General Regulations below. For information, please contact the Co-operative Education Coordinator or the Graduate Adviser in the academic unit concerned. Co-operative Education is not open to non-degree graduate students.

In academic units where a formal graduate Co-operative Education program exists, work opportunities are negotiated through the appropriate Co-operative Education coordinator. Where no formal co-op program exists, graduate co-op placements are negotiated on an individual basis and may be initiated by interested employers, academic unit's representatives or graduate students. In this case, students are directed to consult with the Office of the Director, Co-operative Education Program. The work experience must be related to the student's area of study.

Special regulations apply to the MBA program

## ADMISSION

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

Students must apply to the appropriate academic unit for admission to the Co-op Program. All students in the Co-operative Education Program are required to read, sign, and abide by the Terms and Conditions of Participation as articulated by their Co-op Program. In general, co-op students are required to achieve an above-average academic standing, and to demonstrate the motivation and potential to pursue a professional career.

## GENERAL REGULATIONS: GRADUATE CO-OP

1. Approval to participate in graduate Co-op is at the discretion of the student's academic unit in consultation with the Faculty of Graduate Studies and the Executive Director, Co-operative Education Programs. Co-operative Education is not open to one-year graduate degrees, graduate certificates and diplomas, and non-degree graduate students.

2. Normally, some graduate course work precedes the first graduate work term; exceptions must be approved by the Faculty of Graduate Studies and the Executive Director, Co-operative Education Programs. The first work term must precede completion of program's academic requirements, and all work terms must be completed prior to completion of degree requirements. Normally, a graduate program should not

end with a co-op term unless the student is concurrently registered in 596, 598, 599, or 699.

3. Master's students must register for each work term at the 800 level, and doctoral students must register for each work term at the 811 level. Normally, work terms are of four month duration. Back-to-back work terms may be undertaken, but students must complete requirements for each work term in order to receive credit for two work terms. Students who wish to register for course work while on a work term must have prior written approval from their academic supervisor and Co-op coordinator. Students may register for a work term as required to receive the co-op designation for their graduate degree after oral examination of dissertation or thesis, or after non-thesis 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.

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, or N) are recorded on the student's official academic record. A failing grade (F or N) will be assigned if the student fails to complete satisfactorily the requirements for the work term. 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 or N 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 Fees for Graduate Programs", page 34).

7. To qualify for the Co-op designation upon graduation, a Master's degree requires a minimum of two work terms (normally of four month's duration each) and a doctoral degree requires the completion of a minimum of three work terms. Specific program areas may require more work terms and some programs may, after

formal assessment, provide partial exemptions for prior experience.

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

## WORK TERMS

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

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

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

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

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

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

### Work Term Preparation

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

jectives, job performance progress and evaluation. Students should consult with their co-ordinator for program schedule information. This program is a co-requisite for students participating in the placement process prior to their first work term.

## Criminal Records Check

UVic students employed in co-operative work terms, placed in practica 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.

## Work Authorizations for International Students

International students may be required to obtain work authorizations for teaching, research or co-operative education employment on campus. Department chairs should submit requests for work authorizations to the Dean of the Faculty of Graduate Studies for a work authorization to cover a specific period of academic study at the University. Such students must be registered full-time in a degree program in the Faculty of Graduate Studies.

## STUDENT APPEAL PROCEDURES

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

2. If a student is not satisfied with a decision at the program level, the student may appeal the decision in writing to the Dean of Graduate Studies and the Executive Director of Co-operative Education, with a copy to the Co-op coordinator who made the decision or ruling being appealed. The Co-op coordinator may file a written response to the appeal to the Dean and the Executive Director, with a copy to the appellant. The Dean and the Executive Director will consider the appeal.
The Dean and the Executive Director may request additional written submissions from the student and the coordinator and may invite the student and the coordinator to make oral submissions. The Dean and the Executive Director shall communicate their decision in writing to the student and the coordinator in a reasonable time.

3. If the student is not satisfied with this decision, the student may appeal to the Senate Committee on Appeals. This appeal process is governed by the regulations on appeals, page 33.

Decisions of the Senate Committee on Appeals are final and may not be appealed to the Senate. In cases that do not fall under the jurisdiction of the Senate Committee on Appeals, the decision of the Dean and the Executive Director of Co-operative Education is final.

# Examinations

## FINAL ORAL EXAMINATIONS

### General Regulations

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

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

Before proceeding to the oral examination, students must have a cumulative grade point average of not less than 5.0 on all courses taken for credit in the Faculty of Graduate Studies. Any language requirement must be met before the student proceeds to the oral examination.

The Dean of Graduate Studies will appoint a Chair from outside the academic unit for the final oral examination. 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 7 days prior to the date of the examination. Normally, the student and all the members of the supervisory committee will be present at the oral examination. There is access to audio and visual technology in cases where the external examiner cannot be on campus.

### Examining Committees

For doctoral programs and for master's with thesis, the role of the examining committee is to assess the dissertation or thesis and to conduct an oral examination based on that dissertation or thesis. For master's without thesis, 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 Uni-

versity. Such external examiners are appointed by the Dean of Graduate Studies in consultation with the academic unit(s), and must be arm's-length authorities in the field of research being examined.

### Master's degrees with theses

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

### Master's degree without theses

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 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 5. Failure, below). Examples of rea-

sons to adjourn the examination include but are not limited to: further research or experimentation is required; the thesis is acceptable but the student has failed the oral defense; the external examiner casts the lone dissenting vote. In the case of an adjourned examination, the candidate shall not be passed.

When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

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 (Master's degrees without theses)

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

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

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

2. **That the 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 3. Failure, below). Examples of reasons to adjourn the examination include but are not limited to: the independent work is acceptable but the student has failed the oral defense; the committee splits "one for, one against" in the case where the committee consists of two members. In the case of an adjourned examination the candidate shall not be passed and no member shall sign the academic unit's Letter of Recommendation. When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Gradu-

ate Studies. After reviewing these reports the Dean shall set a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

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 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 <**registrar.uvic.ca/grad/continuing/forms/GraduateAdmissionsandRecords-Forms.html**>. A graduation fee is assessed at the time of application, and is payable by the end of the month in which application is made.

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

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

1. For doctoral and master's with thesis candidates, submission of the final copies of the dissertation or thesis. Regulations governing the proper submission are set out on the faculty website at <**web.uvic.ca/gradstudies/thesis/thesis.php**>. Only the latest version of these instructions is valid. 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 degree from the academic unit to the Graduate Admissions and Records Office.

This letter states that all academic requirements have been completed.

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

## TRANSCRIPT OF ACADEMIC RECORD

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

Students' records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see "Other Graduate Fees", page 36). Transcripts will be issued within five working days after a request is received, unless a priority request is made.

Transcripts will not be issued until all financial obligations to the University have been cleared.

Students who require verification of completion of degree requirements prior to senate ratification of the degree should request a "supporting letter" in addition to the official transcript.

# Appeals

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

## ACADEMIC MATTERS

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

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the academic unit; third, the Dean of Graduate Studies; and finally, the Senate. In addition, the student may wish to consult the Ombudsperson (see "Ombudsperson", page 12). A student seeking a formal review of an assigned grade should consult the regulations under "Review of an Assigned Grade", page 28.

## 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 <**registrar.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 2011-2012 academic year. Please note, however, that ancillary fees may still change.**

## GENERAL REGULATIONS

Students should note that the University reserves the right to change fees without notice. The University will give notice of any changes as far in advance as possible by means of a Calendar Supplement.

### Student Responsibilities

- Students become responsible for their course or program fees upon registration. These fees may be adjusted only if a student officially drops courses, withdraws, cancels registration or changes status.

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

• Students are also responsible for determining their fees, either from the Calendar and any calendar supplements or through the UVic website. Graduate students are advised to consult the Graduate Admission and Records Office about their initial assessments and the effect of subsequent changes in registration.

## Fee Accounts

The fees for a term comprise:

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

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

Students unable to obtain their tuition fee information from "My page" may call 250-721-7032, 250-721-7033 or 1-800-663-5260.

First term overpayments and other credits in excess of term fees are applied to unpaid accounts or to the next term if a student is registered in the following term. Any remaining credit balance for a term is refunded on request.

Tuition fees for credit courses are exempt from the Goods and Services Tax (GST), but GST may be required on other fees.

## Payment Due Dates

Fees are due by the following dates:

| | |
|---|---|
| First term | **September 30** |
| Second term | **January 31** |

Any additional fees owing as a result of changes in a student's registration are due by the end of the month in which the changes are made.

Payments must be received by the Accounting Services office by 4:00 pm on the due dates (or on the preceding work day if the due date falls on a holiday or weekend). Students should note that banking machine and web banking payments will be accepted until midnight on due dates.

Students are responsible for making their payment by the due date whether or not they received a statement of account.

Students who have not paid their full fees by October 31 in the first term and February 28 in the second term may have their course registrations cancelled and be denied other services.

## Making Payments

Students are asked to make their payments by Internet or telephone banking, or debit card. Due to commission rates, tuition fee payments cannot be made by credit card.

Students paying through Internet or telephone banking should allow at least 48 hours for funds to be transferred to Accounting Services.

Students may also send their payment by mail, with the cheque or money order (do not mail cash) made payable to the University of Victoria to: University of Victoria
Accounting Services
Box 3040 STN CSC
Victoria BC V8W 3N7

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

Students should ensure that their student number and the term (e.g. 2011-09) are written on the face of their cheque.

## Overdue Accounts

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

Students with overdue tuition or other accounts may be denied services, including: registration; the addition of courses through web registration; the use of libraries and athletic and recreation facilities; access to classes and examinations; and receipt of loans, awards, grades, transcripts, degrees and documents certifying enrolment or registered status.

Students who have their registration cancelled for failing to pay their fees by a due date, or who withdraw or otherwise leave the University, remain liable for unpaid accounts. The University may take legal action or use collection agencies to recover unpaid accounts. Legal and collection costs incurred by the University in this process are added to a student's account.

## Tuition Receipts

Tuition receipts (T2202As) are issued in February for the preceding calendar year. These forms are available on-line through <www.uvic.ca/mypage>.

## Fee Reductions

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

Where fee reductions are granted, they will be based on either the date recorded in the web registration log, or the date on which written notice is received.

Students should not rely upon instructors to drop them from courses. Students are strongly urged to recheck their course registration status on "My page" before the full fee reduction deadlines, particularly if they have made course changes or been waitlisted.

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

### Graduate Tuition Fee Reductions

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

**First term assessments**

| On or before: | |
|---|---|
| September 21 | 100% |
| October 12 | 50% |

**Second term assessments**

| On or before: | |
|---|---|
| January 18 | 100% |
| February 8 | 50% |

## Fee Reduction Appeals

Students who believe a course drop has not been properly entered in their student record should contact the Graduate Admission and Records Office. Students who believe a fee reduction has not been correctly entered in their fee account should contact Accounting Services. If, following such action, a fee reduction issue remains unresolved, the student may submit an appeal in writing to the Graduate Fee Reduction Appeals Committee, c/o Manager, Tuition Fees, 2nd Floor, University Centre.

## REGULATIONS CONCERNING FEES FOR GRADUATE PROGRAMS

### Program Fees

Tuition fees for graduate programs are program fees. Program fees consist of regular program fee installments and graduate re-registration fees. Students are charged a fee for every term they are registered in a degree program.

- The minimum regular program fee for a master's degree (excluding MBA, Health Informatics web-based program and one year master's programs*) is 5.0 fee installments which can consist of a combination of regular full and regular half fee installments totaling 5.0 full regular fee installments. One (1.0) additional regular fee installment will be assessed if a student remains registered after having paid 5.0 regular full fee installments (for a total of 6.0).

- The minimum regular program fee for a PhD degree is 7.5 fee installments which can consist of a combination of regular full and regular half fee installments totalling 7.5 full fee installments. Up to 1.5 additional regular fee installments will be assessed if a student remains registered after having paid 7.5 regular fee installments (for a total of 9.0 regular fee installments).

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

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

- An installment and ancillary fees are assessed for each of the three terms of the academic year (September to December, January to April, May to August). Payment each term is either a full (1.0) or half (.50) installment depending on your registration, whether full or part time.

*\* For those students registered in a one year master's program (completed within 12 months), the minimum number of fee installments is 3.0. Current programs include English, French, History, Indigenous Governance, Law\*\*, Applied Linguistics, and Political Science. Up to 3.0 additional regular fee installments will be assessed if a student remains registered after having paid 3.0 fee installments (for a total of 6.0). Only one term of personal leave is allowed in approved one year degrees (unless a second is approved by the Dean of Graduate Studies) and students may register in co-op work terms for fulfillment of the co-op designation. Terms of personal leave will not be counted as academic terms and therefore a graduate fee installment will not be assessed. Terms of co-op registration only will be assessed the co-op fees. Terms of co-op registration and academic registration will be assessed the co-op fees and a graduate fee installment.*

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

See definition of full-time and part-time status, page 22.

## Reregistration Fees

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

Students who remain registered after exceeding the time limit for their degree (normally five years for a master's degree and seven years for a doctoral degree—see "Time Limits", page 24) will be assessed a program extension fee at the regular tuition rate per term.

## Fees for Students Transferring from a Master's to a Doctoral Program

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

## Graduation

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

## Graduate Students' Society Extended Health Care and Dental Insurance Plans

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

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

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 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 $76.00 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.

The following students only 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**>.

## Fees for International Students

International students (those not holding Canadian citizenship or permanent residency at the beginning of the session) are required to pay international tuition fees for graduate programs and courses. Fees will be adjusted to regular rates for students who show a permanent residency card before the deadline for dropping courses for each session (October 31, February 28 and June 30).

## Fees for Non-degree Students

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

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

Domestic . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $668.46
International . . . . . . . . . . . . . . . . . . . . . . . $797.42

## Fees for Graduate Students

Graduate application fee . . . . . . . . . . . . . . $102.00
($127.00 if any documents originate outside Canada)

Acceptance deposit (not required for all programs) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . $200.00
*(This fee is applied towards tuition owed for a student who registers but is forfeited if a student does not register.)*

### Domestic Tuition

Full fee installment . . . . . . . . . . . . . . . . . . . $1683.08
Half fee installment . . . . . . . . . . . . . . . . . . . $841.54
Non-degree, per unit. . . . . . . . . . . . . . . . . . . $668.46
Graduate reregistration fees, per term until maximum completion limits . . . . . . $668.46
Program extension fee . . . . . . . . . . . . . . . . $1683.08
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above) . . . . . . . . . . . . . . . . . . $612.00
Athletics/Recreation-per term (on-campus and local only) . . . . . . . . . . . . $71.50
Graduate Students' Society-per term . . . . . $53.94

Graduate Students' Society-per co-op work term . . . . . . . . . . . . . . . . . . . . . . $26.97
GSS Extended Health Care Plan:
per year (single coverage) . . . . . . . . . . . . . . $255.00
Family opt-in . . . . . . . . . . . . . . . . . . . . . . . . . $260.00
8 month pro-rated fee . . . . . . . . . . . . . . . . . $170.00
Family opt-in . . . . . . . . . . . . . . . . . . . . . . . . . $190.00
Dental Care Plan-per year (single coverage) . . . . . . . . . . . . . . . . . . . . . . $185.00
8 month pro-rated fee . . . . . . . . . . . . . . . . . $125.00
U-Pass Bus Pass . . . . . . . . . . . . . . . . . . . . . . . . $82.50

### International Tuition

Full fee installment . . . . . . . . . . . . . . . . . . . $2002.72
Half fee installment . . . . . . . . . . . . . . . . . . . $1001.36
Non-degree, per unit. . . . . . . . . . . . . . . . . . . $797.42
Graduate reregistration fees, per term until maximum completion limits . . . . . . $797.42
Program extension fee . . . . . . . . . . . . . . . . $2002.72
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above) . . . . . . . . . . . . . . . . . . $726.24
Athletics/Recreation-per term (on-campus and local only) . . . . . . . . . . . . $74.50
Graduate Students' Society-per term . . . . . $53.94
Graduate Students' Society-per co-op work term . . . . . . . . . . . . . . . . . . . . . . $26.97
GSS Extended Health Care Plan:
per year (single coverage) . . . . . . . . . . . . . . $255.00
Family opt-in . . . . . . . . . . . . . . . . . . . . . . . . . $260.00
8 month pro-rated fee . . . . . . . . . . . . . . . . . $170.00
Family opt-in . . . . . . . . . . . . . . . . . . . . . . . . . $190.00
Dental Care Plan-per year (single coverage) . . . . $185.00
8 month pro-rated fee . . . . . . . . . . . . . . . . . $125.00
U-Pass Bus Pass . . . . . . . . . . . . . . . . . . . . . . . . $82.50

## MA (Child and Youth Care) Program Fees

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

## MBA Program Fees

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

Students enrolled full time or part time in the **MBA Daytime program** pay an additional program fee of $500.00 per term for six terms for a total of $3000.00 or a combination of $250.00 or $500.00 for a total of $3000.00. This fee is in addition to the minimum fee for a master's degree.

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

## MBA Domestic Daytime Tuition, per term

Full fee installment . . . . . . . . . . . . . . . . . . . $3585.80
Half fee installment . . . . . . . . . . . . . . . . . . . $1792.90
Non-degree, per unit. . . . . . . . . . . . . . . . . . . $1183.30
MBA reregistration fees, per term, until maximum completion limits . . . . . $1183.30
Thereafter . . . . . . . . . . . . . . . . . . . . . . . . . . . $3585.80

**FACULTY OF GRADUATE STUDIES**

**Co-operative program fee, per work term** (this fee does not form part of the minimum program fee described under Program Fees, above)...........$612.00

### MBA Domestic Evening Tuition, per term
Full fee installment...................$2415.88
Half fee installment ..................$1207.94

### MBA International Daytime Tuition, per term
Full fee installment...................$3905.42
Half fee installment ..................$1952.71
Non-degree, per term .................$1288.80

MBA reregistration fees, per term, until maximum completion limits .....$1288.80
Thereafter ...........................$3905.42

Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above)...........$726.24

### MBA International Evening Tuition, per term
Full fee installment...................$2628.98
Half fee installment ..................$1314.49

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

### MGB Program Fees
Acceptance deposit-Business ...........$500.00
Deferred entry (allowed once only) .....$200.00

Students enrolled in the MGB program pay an additional program fee of $933.33 per term for three terms for a total of $2,800.00. This fee is in addition to the minimum fee 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 over and above any tuition/program fees.

### MGB Domestic Tuition, per term
Full fee installment...................$6120.00
Internship fee, per internship* .........$306.00
*this fee does not form part of the minimum program fee described under Program Fees, above.*

### MGB International Tuition, per term
Full fee installment...................$7820.02
Internship fee, per internship* .........$363.12
*this fee does not form part of the minimum program fee described under Program Fees, above.*

### MPA
Acceptance Deposit....................$400.00

### MSc Health Informatics (web-based program) Domestic Tuition
Full fee installment...................$4215.08
Half fee installment ..................$2107.54
Reregistration fees, per term, until maximum completion limits .....$1476.14
Thereafter ...........................$4215.08

### MSc Health Informatics (web-based program) International Tuition
Full fee installment...................$4534.70
Half fee installment ................$2265.35

Reregistration fees, per term, until maximum completion limits .....$1581.63
Thereafter ...........................$4534.70
*Note: Differential fees for reregistration will take effect for September 2009. Students who began the program in January 2007 or earlier will not be required to pay differential reregistration prior to September 2009.*

## FEES FOR AUDITORS
Audit fees per unit:
Under age 65
- Domestic...........................$281.34
- International .......................$355.30
Age 65 or over........................$92.44
*Note: Audit fees will not be assessed for students whose supervisor approves the course as relevant toward their masters or doctoral program.*

### Other Graduate Fees
*Note: All fees listed below are non-refundable unless stated otherwise.*
Reinstatement fee .....................$250.00
Application to graduate (all students)....$40.00
Application to graduate (late) ..........$50.00
Master's thesis: binding only ...........$16.05
Master's thesis: binding & microfilming..$53.50
PhD dissertation ......................$53.50
Application to reregister ...............$26.00
Off-campus graduate credit Education course surcharge, per credit unit .......$100.00
Late application/registration ...........$35.00
Returned cheque ......................$25.00
Transcripts, per copy ..................$10.00*
Transcripts (priority), per copy.........$17.00*
**Education Deduction and Tuition Certificate replacements and fee payment confirmations** ................$4.00*
Calendar mailing charges - overseas .....$14.00
- USA................................$10.00
- inside Canada .......................$8.00
Graduation certificate - replacement .....$75.00
- certified copy.......................$15.00
Photocopy-per page ...................$3.00*
Application for second degree..........$100.00
Confirmation of enrolment letter .......$10.00*
Degree completion letter...............$10.00*
Degree completion letter (priority) .....$17.00*
*Includes Harmonized Sales Tax (HST)*

# Graduate Programs

# Anthropology

## GENERAL INFORMATION

### Contact Information

Department of Anthropology
Location: Cornett Building, Room B228
Mailing Address:
Department of Anthropology
University of Victoria
P.O. Box 3050, STN CSC
Victoria, B.C. V8W 3P5
Canada
Courier Address:
Department of Anthropology
University of Victoria
Cornett Building Room B228
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:............ 250-721-7047
Fax Number:.................. 250-721-6215
Email: anthtwo@uvic.ca
Website: <anthropology.uvic.ca>
Chair: Dr. Ann Stahl
Email: anthone@uvic.ca
Phone:..................... 250-721-7057
Graduate Adviser: Dr. Lisa Gould
Email: anthgs@uvic.ca
Phone:..................... 250-721-7058
Graduate secretary: Rose Choi
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 (Senior Instructor)

*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; morphological variability and adaptation during hominin evolution, hominin body size, skeletal biology of childbirth among small statured populations, Southern Africa

*Yin Lam, PhD (Stony Brook)*
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 peoplings 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 (Senior Instructor)

*Lisa M. Mitchell, PhD (Case Western Rerserve 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)*
Archaeology; historical anthropology; comparative colonialisms; material culture studies; community involvement & knowledge production; dietary change & agriculture; Africa; Ghana

*Peter H. 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 and title; intellectual property and indigenous peoples; customary legal systems, landscape, nature, and studies of place; oral narrative and life history; Northwest Coast and Coast Salish peoples; history of anthropology (particularly in Canada); aboriginal governance; applying anthropology to public policy

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

*Margot Wilson, PhD (Southern Methodist U)*
Cultural Anthropology; Indigenous people; leprosy; stigmatization; gender studies; women's narratives; abandoned women & children; international development and planned change; Bangladesh, India

### Degrees and Specializations Offered

The Department of Anthropology offers a course of study leading to the degree of Master of Arts or Doctor of Philosophy.

### 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 2009/2010 was $13,500. Several teaching assistantships are available, usually ranging from $4,564 to $5,935 for eight months' work. Additional TA-ships are also often available for the summer term. Teaching assistants are eligible for additional top-up funding from the Faculty of Graduate Studies (a maximum of $4,400, but generally $1,000 to $4,000 per year). There are also several awards that provide small numbers of exceptional or financially eligible students with additional funds. These awards include, but are not limited to, the Sara Spencer Research Award in Applied Social Science, the Mrs. Annie 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). The university awards a supplement of $4,000 to students who win a federal fellowship.

## ADMISSION REQUIREMENTS

### General

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

### Admission To Master's Programs

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

Students are required to have passed undergraduate courses equivalent to those comprising the Anthropology Major Program (see *University of Victoria 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 Admissions Committee may also increase the number of units required. For example, students who enter without at least an undergraduate Major may be required to spend the first year in upper-level undergraduate courses before beginning the core program.

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

### Deadlines

January 31st.

## Admission to PhD program

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

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

## PROGRAM REQUIREMENTS

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

## Master's of Arts program

The Themes which frame the MA program are 1) Inequality, Culture and Health; 2) Evolution and Ecology; 3) Indigenous Peoples. All entering MA students follow a common program. Approval to select the thesis option is given before the beginning of a student's second year of study and is based on satisfactory progress in developing a thesis proposal. Permission to enter the thesis option is granted only if that thesis proposal, approved by the student's supervisory committee, is on file with the department's Graduate Adviser by August 31st following entry into the program. Students who do not file a proposal will continue in the non-thesis option.

Each program option requires 15.0 units.

## Master's - Thesis Option

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

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

### Course Requirements

#### Core Courses

A student's program will include the following core courses:

ANTH 500 (1.5)    Seminar in Anthropological Theory

ANTH 516 (1.5)    Seminar in Anthropological Research Methods[1]

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

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

Core and elective courses contribute 9 units toward the 15-unit minimum requirement for the thesis option.

Students may choose additional courses in their program from the departmental listings of graduate courses and from courses outside the department. Students may take a maximum of 3.0 units of upper-level undergraduate courses.

Students register in ANTH 597: Thesis Proposal Development after all required courses have been completed, or during the summer session, and while working on thesis proposal preparation.

The thesis proposal must be approved by the student's committee before September 30th of the second year of the MA program. Once the thesis proposal has been approved, students register in ANTH 599: Thesis.

*1. To be taken with the student's supervisor; or, with permission of the supervisor, an equivalent course internal or external to the department.*

### Thesis

The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of 3 members: a supervisor, another member of the Anthropology department, and an "outside member" from another department. All of these must be members of the Faculty of Graduate Studies. It is also possible, on the approval of the supervisor and the Faculty of Graduate Studies, to have additional members, for example, from other institutions, governments, etc.

The thesis, carrying 6 units of credit, must meet the stylistic requirements of the department and must be submitted according to a time schedule set by the department. Normally a thesis will entail specialized research on a topical area chosen in consultation with the student's supervisory committee.

### Oral Examination

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

ment, appointed directly by the Dean of Graduate Studies.

### Program Length

Most students require 2 to 2 1/2 years to complete the program.

## Master's Non-Thesis Option

This stream emphasizes the breadth of Anthropology as an inherently multidisciplinary pursuit. Students will come away with exposure to all subdisciplines of Anthropology, as well as related fields. Through this broad approach, made manifest through numerous graduate seminars, directed reading courses, and research papers, students will be well equipped to argue diverse points of view on complex subjects and will have practiced a diversity of research and writing skills.

This program option involves 15 units of course work plus a comprehensive examination.

### Course Requirements

#### Core Courses

A student's program will include the following core courses:

ANTH 500 (1.5)    Seminar in Anthropological Theory

ANTH 511 (1.5)    Advanced Research Seminar in Inequality, Culture and Health

ANTH 516 (1.5)    Seminar in Anthropological Research Methods

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 598 (0.0)    Comprehensive Examinations

*1. To be taken with the student's supervisor; or, with permission of the supervisor, an equivalent course internal or external to the department.*

#### Additional Courses

In addition to the core courses, a student's program should include 3 units selected from the following:

ANTH 510 (1.5)    Selected Topics in Social and Cultural Anthropology

ANTH 530 (1.5)    Ethnology of a Selected Area

ANTH 542 (1.5)    Archaeology of a Selected Area

ANTH 552 (1.5)    Selected Topics in Physical Anthropology

ANTH 561 (1.5)    Selected Topics in Linguistic Anthropology

ANTH 590 (1.5)    Directed Studies

and 4.5 units of elective course work (that may be taken internally or externally to department offerings). Students may take a maximum of 3.0 units of upper-level undergraduate courses.

After all required courses have been completed, or during the summer session, and before the final examination, students will register in ANTH 598: Comprehensive Examinations.

### Final Examination

A comprehensive exam is to be completed during the final term of registration in the degree program after all required course work is completed. The comprehensive examination will consist of three written questions set by the stu-

dent's supervisory committee with one question each from the sub-disciplines of cultural anthropology, biological anthropology and archaeology. Each of these questions will be answered with a 2500-word essay. This comprehensive examination is graded on a pass/fail basis by a supervisory committee including a member from each of the sub-disciplines.

### Program Length

Most students require 2 to 2 1/2 years to complete the program.

### PhD Program

The themes which frame the PhD program are: 1) Inequality, Culture, Health; 2) Evolution and Ecology; and 3) Indigenous Peoples. Students entering the program must take 30 units of graduate credit for the PhD in accordance with the following program.

### 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 or 690E), one advanced research seminar (ANTH 611, 641 or 651), and one course that satisfies the Breadth of Knowledge requirement (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 fall and spring semesters of their two years of residency (1.0 unit total). 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 B+ in required courses and maintain a cumulative GPA of at least 7.0.

### Summary of Requirements

| | |
|---|---|
| ANTH 600 | 1.5 |
| ANTH 690A, 690B, 690C, 690D or 690E | 1.5 |
| ANTH 611, 641 or 651 | 1.5 |
| ANTH 612 (Colloquium) | 1.0 |
| Breadth of Knowledge requirement | 1.5 |
| Candidacy Examination (ANTH 693) | 3.0 |
| Dissertation (ANTH 699) | 20.0 |
| Total | 30.0 |

### Candidacy Examination

The student, in consultation with their PhD committee will craft three important original comprehensive examination questions related to their research area, and answer those questions in written format, drawing upon literature covered in PhD coursework and readings from their research area. These three comprehensive papers will be evaluated on a pass/fail basis by the PhD 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

Will be met through the completion of relevant courses in the target language, or demonstration of competence in communication in the target language, verified by the student's supervisor or supervisory committee, and based on a translation exercise.

### Dissertation

The dissertation research proposal will be defended orally and separately from the candidacy examination requirement. Students will make a presentation on their proposal topic and answer questions posed by the examining committee on theory, method, and significance of the proposed research. The oral defense will also be evaluated on a pass/fail basis by the examining committee. 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 Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Biochemistry and Microbiology

## GENERAL INFORMATION

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

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

### Contact Information

Department of Biochemistry and Microbiology
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Mailing Address:
　P.O. Box 3055,
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　Canada
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　Petch Building, Room 207
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Website: <web.uvic.ca/biochem/>
Chair: Dr. Robert Burke
　Email: bcmb@uvic.ca
　Phone: 250-721-7077
Graduate Secretary: Melinda Powell & Sandra Boudewyn
　Email: biocgsec@uvic.ca
　Phone: 250-721-8861

### Faculty Members and Areas of Research

*Leigh Anderson, PhD (Cambridge)*
Human plasma proteomics; protein biomarkers of disease and development of clinical diagnostics; quantitative mass spectrometry methods applicable to peptides; theory of biomarkers.

*Juan Ausió, PhD (Barcelona)*
Biophysical and biochemical studies of DNA-protein interactions involved in chromatin assembly and transcription; chromatin remodeling during spermatogenesis and chromatin determinants of Rett syndrome and prostate cancer.

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

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

*Martin Boulanger, PhD (British Columbia)*
Molecular interactions - determine structural basis of parasite-host cell attachment; Structure-function - define mechanism by which novel bacterial enzymes catalyze degradation of aromatic-based environmental pollutants; Structure-guided drug design - establish structural basis for small molecule recognition by proven drug targets such as Flu virus neuraminidase.

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

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

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

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

*Perry L. Howard, PhD (Toronto)*
Strategies to rewire receptor tyrosine kinase pathways to apoptosis; Eph/ephrin signal

transduction; gene/protein therapy.

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

*Francis E. Nano, PhD (Illinois)*
Type VI secretion. Francisella pathogenicity island. Engineering temperature-sensitive pathogens using Arctic bacterial essential genes. Carbon sequestration using recombinant cyanobacteria.

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

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

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

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

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

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

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

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

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

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

## ADMISSION REQUIREMENTS
### General
Applicants whose native language is not English should submit results of the TOEFL (Test of English as a Foreign Language) or alternative proof of English competency (see "English Competency Requirement", 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
### Master's - Thesis Option
Note: The department does not offer a non-thesis Master's degree.

### Course Requirements
In addition to the following requirements, the general regulations governing the granting of advanced degrees, as stated in this calendar, are applicable.

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

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

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

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

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

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

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

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

### Program Length
Normally two to three years.

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

PhD candidates must complete BCMB 580 and BCMB 680, which require that students receive a passing mark for their own seminar and 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 the supervisory committee and an external examiner (from outside the University) chosen by the Graduate Committee in consultation with the supervisor and approved by the Faculty of Graduate Studies. The thesis must be publicly presented and defended in an oral exam.

### Program Length

Normally three to five years.

# Biology

## GENERAL INFORMATION

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

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

## Contact Information

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Graduate Secretary: Eleanore Blaskovich
Email: biolgsec@uvic.ca
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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

*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)*
Developmental biology of the eye and retina

*Francis Y.M. Choy, PhD (North Dakota)*
Molecular biology, human molecular and biochemical genetics, molecular evolution of the glucocerebrosidase gene among human and non-human primates, and implications in Gaucher disease

*C. Peter Constabel, PhD (Montreal)*
Plant molecular biology, biochemistry of plant defense, plant-insect interactions, forest tree genomics

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

*John F. Dower, PhD (Victoria)*
Biological oceanography and marine biology, zooplankton and larval fish ecology

*Juergen Ehlting, PhD (Max Plank Cologne)*
Functional genomics of plant natural products

*Barry W. Glickman, PhD (Leiden)*
History and philosophy of science, sociological considerations of biotechnological development, mutation and molecular evolution, birds, people and culture

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

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

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

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

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

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

*Terri Lacourse, PhD (Simon Fraser)*
Paleoecology; palynology; Earth systems ecology

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

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

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

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

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

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

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

*Leigh Anne Swayne, PhD (Calgary)*
Neuroscience, Cellular and Molecular Neurobiolgy, Bioelectric control of neurogenesis, Electrophysiology, Neural protein biochemistry and protein-protein interactions

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

*Verena J. Tunnicliffe, PhD (Yale)*
Marine benthic ecology and community structure, evolution

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

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

*Patrick von Aderkas, PhD (Manchester)*
Conifer reproduction

### Associate Members and Areas of Research

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

*Max. I. Bothwell, PhD (Wisconsin)*
Effects of ultraviolet radiation on freshwater ecosystems

*Klaas Broersma, PhD (Alberta)*
Soil and water quality

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

*Joachim Carolsfeld, PhD (Victoria)*
Marine Ecology and community-based environmental stewardship; Reproductive physiology of fish

*Laurie Hing Man Chan, PhD (London)*
Environmental Toxicology; Nutritional and food toxicology; Nutrition and the environment of Indigenous Peoples; Risk assessment; Food Security and effects of climate change

*Michael Clinchy, PhD (Brit Col)*
Population, behavioural and physiological ecology

*Johan de Boer, PhD (Amsterdam)*
Molecular biology

*Paul Y. de la Bastide, PhD (Laval)*
Mycology; population ecology of fungal pathogens and fungal species as biological control agents

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

*Abul K.M. Ekramaddoullah, PhD (McGill)*
Molecular analysis of host-pathogen interaction - identification of genes that are potential target for the genetic improvement in the resistance of conifers to fungal pathogens

*Stephen J. Insley, 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. Lum, PhD (Ottawa)*
Control of cancer cell growth, proliferation, and survival by metabolism. Immune response to cancer, cancer stem cell

*Alan K. Mitchell, PhD (Washington)*
Tree physiology, ecophysiology and silviculture

*Brad H. Nelson, PhD (California-Berkeley)*
Tumor immunology and lymphocyte signaling

*R. John Nelson, PhD (Wisconsin)*
Molecular evolution of fishes

*Richard Nordin, PhD (Brit Col)*
Limnology/water quality

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

*John H. Russell, PhD (Brit Col)*
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 growth and reproduction

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

*J.A. (Tony) Trofymow, PhD (Colorado State U)*
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 inquires should be made to individual faculty or the Graduate Adviser, Department of Biology. Links to the application forms can be found on the departmental website.

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

### Admission to the PhD Program

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

### Deadlines

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

dents should complete the application process at least six months in advance.

## PROGRAM REQUIREMENTS

Students entering with a BSc and intending to take a PhD program will initially be registered in a MSc program. They may be transferred to a PhD program at the end of their first year, on the recommendation of their supervisory committee and the Department of Biology and approval by the Dean of Graduate Studies.

### MSc - Thesis Option

The MSc is a full-time research degree with thesis and with some additional required course work.

### Course Requirements

BIOL 560 (seminar) . . . . . . . . . . . . . . . . . . . . . . . 1.0
Coursework . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3.0
Thesis (BIOL 599) . . . . . . . . . . . . . . . . . . . . . . . . 12.0

All students are to register in BIOL 560. Students should consult the department concerning which courses will be offered in any given year. Admission to any graduate courses requires permission of the instructor.

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

### Forest Biology Courses

Graduate students in Forest Biology must register in FORB 560 (1.5 units) in additional 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 20).

### 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 adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Biology Co-op office early in their first term. Students are also

referred to "General Regulations: Graduate Co-op" on page 30.

# Business

## GENERAL INFORMATION

The Faculty of Business, also known as 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 Gustavson 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 one-year graduate degree 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 Gustavson School of Business faculty at partner institutions in Asia and Europe. Students are 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 Gustavson.

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 com-

petence 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.

Gustavson faculty are recognized worldwide for their research and teaching excellence.

Additional information can be found at <**www. gustavson.uvic.ca**>.

## Contact Information

Peter B. Gustavson School of Business
Location: Business and Economics Building, Room 283
Mailing Address:
    University of Victoria
    PO Box 1700 STN CSC
    Victoria, BC V8W 2Y2
    Canada
Courier Address:
    3800 Finnerty Road
    Victoria, BC V8P 5C2
    Canada
MBA Phone:. . . . . . . . . . . . . . . . . . 250-721-6075
MBA Fax Number:. . . . . . . . . . . . 250-721-7066
MBA Email: mba@uvic.ca
MBA Website: <gustavson.uvic.ca/mba>
PhD Phone: . . . . . . . . . . . . . . . . . . 250-721-6060
PhD Fax Number: . . . . . . . . . . . . 250-721-6067
PhD Email: busiphd@uvic.ca
PhD Website: <gustavson.uvic.ca/phd>
MBA Director: Prof. Christopher Graham, CGA
    Email: grahamc@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-4675
MBA Associate Director: Christine Jensen
    Email: jensench@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6403
MBA Graduate Secretary: Leslie MacDonald
    Email: mbasec@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6058
MGB Director: Professor Ignace Ng
    Email: ing@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6073
MGB Associate Director: John Oldale
    Email: joldale@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6433
MGB/ENT Programs Coordinator: Alma Osorio
    Email: mgbprog@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-4787
Graduate Entrepreneurship Certificate and Diploma Programs:
    Dr. Brock Smith
    Email: smithb@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6070
    Dr. Brent Mainprize
    Email: brentm@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6404
PhD Program Director: Dr. Charlene Zietsma
    Email: czietsma@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-4140
PhD Program Manager: Wendy Mah
    Email: wendymah@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6060

## Faculty Members and Areas of Research

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

*Jen Baggs, PhD (University of British Columbia)*
International Business, International Trade, International Economics, Industrial Organization

*David A. Boag, PhD (University of Toronto)*
Marketing

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

*Vivien Corwin, PhD (University of British Columbia)*
Alternative work arrangements, organizational culture, human resources and service management

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

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

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

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

*Christopher Graham, MBA (University of Western Ontario), CGA (Certified General Accountant)*
Accounting, Finance

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

*James Hopkins, LLM/ITP (Harvard)*
Aboriginal business development

*Ralph Huenemann, PhD (Harvard)*
International business, Asian Business Development, China, International trade

*Margaret Klatt, MBA (Wilfrid Laurier University), CMA (Certified Management Accountant)*
Accounting, Finance

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

*Daniel Krause, PhD (Arizona State University)*
Operations management, supply chain management

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

*Brent Mainprize, PhD (Swinburne University of Technology)*
Entrepreneurship, business plans, new venture creation

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

*Mia Maki, MBA (University of Victoria), CMA (Certified Management Accountant)*
Finance, new venture planning and financing

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

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

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

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

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

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

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

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

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

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

*Marilyn Uy, PhD (University of Colorado)*
Entrepreneurship, Organizational behaviour

*Liana Victorino, PhD (University of Utah)*
Operations management, service management

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

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

*Roger Wolff, DBA (Indiana)*
Operations Management

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

*Charlene Zietsma, PhD (University of British Columbia)*
Entrepreneurship, sustainability

## Degrees and Specializations Offered

The Peter B. Gustavson 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 Gustavson School of Businesss 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 Business and Economics (BEC) Building is the hub of the Gustavson School of Business' activity. Its main and lower floors house the student services offices, faculty offices and the Business Co-op and Career center. For MBA students, BEC houses exclusive facilities, such as a bistro-style lounge, wireless computer lab and business boardrooms. The MBA classroom features state-of-the-art technology complete with wireless access. MGB students will have dedicated study space available to them during their time on campus at UVic. PhD students have prime office space within BEC to conduct their studies.

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

### Financial Support

#### Entrance Scholarships

All accepted students are automatically considered for any scholarships awarded through the Gustavson 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.

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

#### Research and Teaching Assistants

Some professors hire 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 <**registrar.uvic.ca/safa**>.

#### Awards

MBA students are eligible for awards that range in value from $500 to $1500. The awards include:

International Integrated Management Exercise Travel Award, Leadership Award, Best Consulting Paper, Specialization awards and Highest GPA Award.

#### Dean's Honour Roll Criteria

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

## ADMISSION REQUIREMENTS

### Daytime and Evening MBA Programs

Applications are welcome from any person who has received, or is about to receive, a baccalaureate degree from a recognized Canadian university, or foreign equivalent, with an academic standing acceptable to the Gustavson 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 enrolment in this program is limited and admission is competitive.

### International Executive MBA Program

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

#### MBA and MGB Application Deadlines

The deadline for submitting an application is April 30. International applicants are encouraged to have their application completed by March 31 in order to obtain the necessary visas.

### 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 UVic Business Entrepreneurship Certificate/Diploma Admission Team and entry will be based on:

• Undergraduate degree or graduate degree transcripts,
• A resume, 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 UVic MBA program (the student will need to meet the MBA admission requirements). In this laddering option, a student would complete the core MBA courses and other required elements of the MBA program. Six units of certificate courses and nine units of diploma courses would then be applied as electives towards the completion of the MBA program (maximum of 6 units). This arrangement will be decided by the MBA program on a case-by-case basis.

## Deadlines

Applications are accepted on a continual basis, but must be submitted two months prior to program start (Feb 28th for May-July programs).

## PhD Program

PhD students are admitted 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 Gustavson School of Business. Please visit the website at <gustavson.uvic.ca/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 15 to be considered for University of Victoria Graduate Fellowships.

## PROGRAM REQUIREMENTS

### MBA (Non-Thesis)

The Peter B. Gustavson 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 <gustavson.uvic.ca/mba> for additional information. Students entering the Daytime program with less than three years of work experience are required to complete one four-month co-op work term.

The regular degree program consists of 28.5 to 29.0 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21 units of study (including the report requirement) accepted for graduate credit at the University of Victoria.

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

Evening students may take courses with Daytime students, 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 24).

## Course Requirements

The content of the MBA program is arranged into three modules to facilitate the integration of the diverse functional business disciplines:
1. Essentials of Business and Leadership (EBL) Module
2. Foundation Module
3. Specialization Module

### Essentials of Business and Leadership (EBL) Module

This module contains one course:

| | |
|---|---|
| MBA 500 (4.5) | Essentials of Business and Leadership (EBL) Module |

### Foundation Module

This module contains 16 required courses:

| | |
|---|---|
| MBA 501 (0) | Integrative Management Exercises |
| MBA 502 (0) | Professional Development |
| MBA 514 (0.5) | Business and Sustainability |
| MBA 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 |

*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.*

## 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 UVic Business and who meet Thunderbird's normal admission requirements can attend Thunderbird after successfully completing the course work in the UVic MBA Foundation Module. At Thunderbird, UVic 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 UVic MBA students. For more information about fees, the application process, and application deadlines please contact the UVic MBA Program office.

### 2. Double Degree Option

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

### Specialization Module and Electives

The Specialization Module includes 5.5 units of courses, consisting of a 4.5 unit specialization concentration plus one elective of 1.0–1.5 units. In unusual cases, or for students participating in an international academic exchange, 4.5 units of graduate level electives may be selected, or a combination of graduate and 300- or 400-level undergraduate electives (to a maximum of 3.0 units of 300- or 400-level electives). Students taking electives outside the MBA program must receive permission from the Program Director prior to enrolling in these courses.

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

### MBA Specialization Courses

| | |
|---|---|
| MBA 511 (1.5) | Services Marketing |
| MBA 512 (1.5) | Quality Management and Service Operations |
| MBA 513 (1.5) | Issues in Service Technology and HR Management |
| MBA 529 (1.5) | International Logistics and Supply Chain Management |
| MBA 561 (1.5) | Entrepreneurial Planning and Finance |
| MBA 562 (1.5) | New Venture Marketing |
| MBA 563 (1.5) | Entrepreneurial Strategy |
| MBA 571 (1.5) | 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 Electives

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

See "Academic Performance", page 27.

### Program Length

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

## MGB Program (Non-Thesis)

The MGB Program consists of four modules followed by a comprehensive examination and a Global Business Project. The program is normally completed in 12 months. The regular degree program consists of 19 units.

### 1. Coursework

MGB students are required to take 19 units of coursework, as listed below.

a. Global Business Fundamentals Module (5.0 units)

| | |
|---|---|
| MGB 510 (1.0) | The North American Business Context |
| MGB 512 (1.5) | International Financial Management |
| MGB 516 (1.5) | International Marketing and Global Strategy |
| MGB 519 (1.0) | International Logistics and Supply Chain Management |

b. Global Business Opportunities Module (3.0 units)

| | |
|---|---|
| MGB 520 (1.5) | Industry Analysis and the Asian Business Context |
| MGB 525 (1.5) | Business Development and Asia's Entrepreneurial Environment |

c. Global Business In Action Module (3.0 units)

| | |
|---|---|
| MGB 530 (1.5) | The European Business Context |
| MGB 535 (1.5) | Consulting Methods and Practice |

d. Global Business Experience Module (1.0 units)

| | |
|---|---|
| MGB 537 (1.0) | Global Internship |

Additional courses, running throughout the program:

| | |
|---|---|
| MGB 570 (2.0) | Global Leadership and Cultural Intelligence |
| MGB 580 (1.0) | Language Skills I |
| MGB 581 (0.5) | Language Skills II |
| MGB 582 (0.5) | Language Skills III |

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

### 2. Report Requirement

In addition to the above courses, students will also complete one of either:

| | |
|---|---|
| MGB 596 (3.0) | Global Business Consulting Report; OR |
| MGB 598 (3.0) | Global Business Research Report |

### 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 institu-

tions in Asia and Europe. The modules will be delivered by UVic Business faculty or under the direction of UVic faculty and as approved by Faculty of Graduate Studies.

### Program Length

Students will be expected to complete the program within one year (September to August 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 30 units for students holding a master's degree. In no case will the PhD degree be awarded on the basis of fewer than 15 units of study completed at the University of Victoria.

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

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

### 1. Coursework

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

a. Theoretical and Empirical Foundation topics (9.0 units)

- BUS 601 – Foundations of Research in International Management & Organization (1.5 units)
- BUS 602 – Seminar in International Management (1.5 units)
- BUS 603 – Seminar in Strategy & Organization I (1.5 units)
- BUS 604 – Seminar in Global Issues of Business Sustainability (1.5 units)

- BUS 605 – Seminar in Cross-cultural Management (1.5 units)
- BUS 606 – Seminar in Organizational Analysis (1.5 units)

b. Advanced Theory and Methods (6.0 units)

- Courses are to be approved by the PhD Program Director, in consultation with the student's supervisor. A list of eligible courses may be obtained from the PhD Program Office.

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

### 2. Comprehensive Candidacy Examination

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

### 3. 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 Gustavson 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 Gustavson 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 Gustavson, one faculty member from outside Gustavson but within the University of Victoria, and one faculty member from outside the University of Victoria (i.e., the External Examiner). Once the Thesis Defense Committee is satisfied with the thesis, candidates will then defend the dissertation in a public oral examination as per the requirements of the Faculty of Graduate Studies.

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

### 5. International Research Exchange

To round out their research experience, PhD candidates can participate in an International Research Exchange at select research-focused universities abroad. These short-term residencies are intended to ensure that all PhD candidates have direct exposure to international research issues as well as to enhance their

international academic networks. An international Research Exchange is strongly recommended, particularly if the candidate has only limited international experience. The PhD Program Director, in consultation with the candidate's supervisor, may require it as part of the candidate's program.

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

### 6. Industry Practicum

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

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

### 7. Teacher Training as determined appropriate by the PhD Program Director

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

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

### 8. Other requirements

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

### PhD Course Prerequisites

Students who have not completed an MBA will normally be expected to complete the MBA

Foundation module. Students may be waived from certain courses based on prior coursework or work experience. These requirements will be determined on a case-by-case basis and will be communicated to the prospective students prior to admission into the PhD program.

### Assessment of Progress

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

### Residency

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

### Program Length

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

### MBA+JD Double Degree Program Requirements

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

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

1. MBA 500 (4.5): Essentials of Business and Leadership (EBL)
2. MBA 501 (0): Integrative Management Exercises
3. MBA 502 (0): Professional Development
4. All MBA Foundation Module courses except 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 degrees program while the remaining items are to be completed in Years Three and Four of the program.

Further information on the program may be obtained from either Gustavson 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. Graduatipn 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, anb be awarded at the same convocation.

### Program Length
Four years.

## CO-OPERATIVE EDUCATION
The University regulations with respect to Co-operative Education Programs and specifically the "General Regulations: Graduate Co-op", page 30, are applicable to the Peter B. Gustavson School of Business Co-op Program except to the extent that they are modified by regulations adopted by the School.

### Admission to the MBA Business Co-op Program
Students entering the MBA Program with less than three years full-time relevant (or equivalent) of work experience will be required to undertake either one or two co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first co-op work term will normally occur after completion of the eight-month Foundation Module. 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 Gustavson 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 Gustavson 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 "General Regulations: Graduate Co-op", page 30. 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 34.

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 Gustavson 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 Co-ordinator based on discussion with the student and employer
2. the employer's satisfactory final evaluation of the student, and
3. the satisfactory completion of a work term report as assessed by the Coordinator and submitted by the deadlines specified below:
   - **Spring Work Term Report:** due May 15 (unless May 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
   - **Summer Work Term Report:** due September 15 (unless September 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)

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

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 or N will be assigned to students at the completion of each work term. Students who are not satisfied with the grade they have been assigned may launch an appeal as described in the Co-op General Regulations, "Student Appeal Procedures", page 31.

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, disciplined-related work under the supervision of the Business Co-op and Career Centre delegate and/or the PhD Program delegate. These work experience terms are subject to the General Regulations: Graduate Co-op. Students should contact the PhD Program to discuss entry into the Industry Practicum.

# Chemistry

## GENERAL INFORMATION
### Contact Information
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## Faculty Members and Areas of Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Frank C.J.M. van 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 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 instrumentation in our undergraduate laboratories, all of which is available for research use with the appropriate permissions. All equipment – in departmental facilities; in research labs; and in teaching labs – is supported by our skilled team of technical staff. Chemistry researchers also have access to instrumental facilities run by several scientific Research Centres on campus.

## Financial Support

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

Applications are accepted from students who have completed a baccalaureate degree in chemistry or its equivalent. Depending on available positions, admission to the graduate school will be recommended for students who have achieved a grade point average of at least 5.0 (B average) in the last two years of senior courses leading to their undergraduate degree. In addition, students completing a baccalaureate degree at a non-Canadian institution will normally be expected to submit Graduate Record Examination (GRE) General and Chemistry test scores. A score in the 85th percentile or better is expected on the GRE Chemistry subject test. Students admitted to graduate programs in Chemistry who do not have the equivalent of an Honours degree may be required to take additional undergraduate course work as deemed appropriate by the Chemistry Graduate Studies Committee in consultation with the student's supervisor.

Applicants whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have not resided in an English-speaking country for at least three years prior to application, are required to submit a Test of English as a Foreign Language (TOEFL) score. The minimum acceptable TOEFL score is 575 on the paper-based *or* 90 on the internet-based test. Students meeting the minimum TOEFL score may still be required to complete additional English language courses in addition to their other course work.

### Admission to the MSc Program

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

### Master's - Thesis Option

#### Course Requirements

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

| Summary of Course Requirements | |
| --- | --- |
| Seminar (CHEM 509)[2] | 1 |
| Discussion (CHEM 670 or 680)[3] | 3 |
| Graduate lecture courses[4] | 3 |
| Thesis (CHEM 599)[2] | 12 |
| Total | 19 |

*1. A B- grade is the minimum passing grade in a graduate course.*

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

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

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

#### Research

If they have made prior arrangements, graduate students may start a program of research immediately upon arrival at the University. The program must be mutually agreed upon between the professor offering a placement and the student accepting that placement. If prior arrange-

ments have not been made, the student should interview all interested faculty members with sufficient space and funding as soon as possible after arrival. During these interviews, each faculty member will inform the student of projects that 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 three members including the supervisor. It is recommended that one member should be from outside the department.

### Assessment of Progress

The progress of all graduate students is reviewed annually by the Supervisory Committee. All graduate students are required to present a poster summarizing their research progress to their supervisory committee during November of each year. All posters will be displayed in a common area to allow general viewing by the department and University Community. Students will formally present the poster to their committee in a brief meeting and will submit to the committee a hard copy of the poster presentation in hand-out format. This report forms the basis for an annual review of the student's progress towards the degree. In the event that a student's research or course work is unsatisfactory, the student is required to pass such oral or written examinations as specified by the department before proceeding further towards the degree. Students considering transfer from the MSc to PhD programs should prepare a transfer report in addition to doing the poster session. Students in the final stages of thesis preparation must do the poster session if they have not yet defended.

### Transfer from MSc to PhD

Graduate students on a Master's program who wish to transfer from the MSc to PhD program should first discuss this with their supervisor toward the end of their first year of study, after their first year's grades are available. Students who do not transfer within 16 month of first registering will be expected to complete a Master's degree.

A student proceeding to transfer should prepare for distribution to the Supervisory Committee a short, typed Transfer Report (10-15 pages) which describes the research thus far, and presents what is expected to be achieved in the PhD program.

The student will be invited to make an oral presentation (~ 20 minutes) on the Transfer Report. The Supervisory Committee will question the student (30 - 45 minutes) to ensure the student reasonably understands what is to be done in the program. The transfer examination is open only to faculty members and the Supervisory Committee. The Supervisory Committee will discuss the student's academic and research progress and immediately reach a decision regarding transfer.

If the Supervisory Committee decides that this is successfully completed, it will advise the

Graduate Adviser who will recommend to the Faculty of Graduate Studies that the transfer take place. The student and supervisor must submit an 'Application to Re-register' form to the Faculty of Graduate Studies. The transfer takes effect from the start of the next academic term.

### Program Length

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

### PhD Program

#### Course Requirements

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

#### Summary of Course Requirements for PhD Students Entering Directly from a BSc Degree Program[1]

| | |
| --- | --- |
| Seminar (CHEM 509)[2] | 1.0 |
| Discussion (CHEM 670 or 680)[3] | 3.0 |
| Graduate lecture courses[4] | 4.5 |
| Graduate lecture or discussion course[5] | 1.5 |
| Candidacy (CHEM 693) | 3.0 |
| Dissertation (CHEM 699) | 33.0 |
| Total | 46.0 |

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

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

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

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

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

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

| Summary of Course Requirements | |
| --- | --- |
| Seminar (CHEM 509)[2] | 1.0 |
| Discussion (CHEM 670 or 680)[3] | 3.0 |
| Graduate lecture courses[4] | 3.0 |

Candidacy (CHEM 693). . . . . . . . . . . . . . . . . 3.0
Dissertation (CHEM 699)[2] . . . . . . . . . . . . . . 36.0
Total . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 46.0

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

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

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

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

### Research

As in the case of MSc students, direct entry PhD students may start a program of research immediately upon arrival at the University. Students transferring into the PhD program normally will continue the research projects they initiated as MSc students.

### Supervisory Committee

The research supervisor must name a Supervisory Committee and complete a Curriculum Advising and Program Planning (CAPP) form for the student as soon as a choice of project has been made. For the PhD degree the Supervisory Committee shall consist of four members including the supervisor. One member of the supervisory committee must be from outside the department. For students transferring from an MSc to a PhD program, a fourth committee member must be added by the research supervisor as soon 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 20. Chemistry Department regulations stipulate that a student must pass a candidacy exam within two years of registration as a provisional doctoral student. Students who transfer from a Master's program will be expected to pass the candidacy exam within16 months from transfer. CHEM 693 is a co-requisite for CHEM 699. All registrations in CHEM 699 must be accompanied by registration in CHEM 693 until CHEM 693 is passed; students must be registered in CHEM 693 continuously until it is passed or they leave the program. A grade of INP will be assigned for CHEM 693 until the examination is completed.

The PhD candidacy examination in Chemistry includes a candidacy report and an oral examination on subject areas relevant to the student's research area. The Supervisory Committee and a Departmental Graduate Studies Committee representative will select a Candidacy Report topic,

in consultation with the student. The topic will not normally be too specific or in the student's direct research area, although it should not be too far removed. Alternatively, the Candidacy Report may be an original research proposal in an area related to, but not directly in, the student's current research area. The Graduate Adviser should be informed of the report title, the examination topics and the scheduled date of the candidacy examination.

The Graduate Adviser or designate shall chair the candidacy examination. A formal oral presentation on the candidacy report is not normally given. The student will be questioned by the Supervisory Committee and the Graduate Studies Committee representative (Graduate Adviser or designate) on the topic of the report and the agreed upon question areas. In the event of failure, the student will be given one opportunity to repeat the examination. A second failure would result in the student being required to withdraw from the University or, if sufficient research progress has been achieved, to write up an MSc thesis. The Examining committee, through the Graduate Adviser, will report the result of the examination to the Faculty of Graduate Studies.

### Program Length

Normally, completion of a PhD degree in chemistry requires 48 to 60 months.

## Co-operative Education

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Chemistry Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Child and Youth Care

## General Information

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

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

### Contact Information

School of Child and Youth Care
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Mailing Address:
    School of Child & Youth Care
    University of Victoria
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    Human & Social Development Building
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Director: Daniel G. Scott
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    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-4770
Graduate Adviser: Marie Hoskins
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Graduate Program Assistants:
    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)*
    Parent education and support, residential child and youth care, international child and youth care, quality assurance in child and family services, grounded theory method

*Sibylle Artz, PhD (Victoria)*
    Ways of knowing, school-based violence, violence prevention, gender issues and violent girls

*Jessica Ball, PhD (California, Berkeley)*
    Early childhood care and development, cultural nature of development, indigenous knowledge

*Sandrina de Finney, PhD (Victoria)*
    Participatory and community action research, youth engagement and participation, girlhood studies, aboriginal practice and research

*Gordon Barnes, PhD (York)*
    Substance use, families and child and youth care

*Marie Hoskins, PhD (Victoria)*
    Applied human change processes, social constructionist theory, adolescent girls' development/eating disorders, identity issues

*Valerie S. Kuehne, PhD (Northwestern)*
    Intergenerational relations in family and community, multidisciplinary practice with children and families, child development and human development through the life course

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

*Veronica Pacini-Ketchabaw, PhD (Toronto)*
    Diversity in early childhood care and development, social and educational contexts of culturally and linguistically diverse communities in Canada, historically and politically embedded discourses of childhood

*Alan R. Pence, PhD (Oregon)*
    Early childhood care and development (ECCD), ECCD policy development,

community development, and leadership promotion, indigenous and international ECCD

*Daniel Scott, PhD (Victoria)*
Spirituality of children and youth, rites of passage, childhood peak experiences, story telling and narrative research, qualitative research practices and writing research

*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

*Carol Amaratunga, PhD (Guelph)*
Health, women's and family issues

*Jophus Anamuah-Mensah, Ed.D (UBC)*

*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)*
Social policy analysis, institutional responses to human rights violations and monitoring and implementation

*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, child youth friendly cities and governance, building bridges across cultures and practices

*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 and well-being for people with disabilities and their families, evaluation of disability service programs, mental imagery amongst persons with disabilities, applying research to practice in the disabilities field, research design in applied research

*Ann Cameron, PhD (London)*
Cross-cultural studies of verbal deception: Canada/China/Japan/USA comparisons, young

children's stress reactivity to a moral choice, ecological studies of development in cultural context: the early years in Canada, Thailand, Italy, UK, Peru, USA & Turkey, Day in the Life of resilient adolescents in eight locations around the globe: four communities in Canada paired with communities in India, China, Thailand and South Africa, young children's telephone discourse with family members: relationships with emergent literacy, evaluation of school-based violence prevention, especially gender-sensitive interventions, resilience during transitions: early childhood years, early adolescence, and the transition to university, teenager's perceptions of intimate relationships

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

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

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

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

*Kiaras Gharabaghi, PhD (Dalhousie)*
Youth homelessness and inter-sectoral collaboration and service integration, residential care, social pedagogy and youth entrepreneurship

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

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

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

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

*Philip C. Lancaster, PhD (Ottawa)*
Child soldiers, children affected by armed

conflict, disarmament, demobilization and reintegration philosophy of the state genocide and other state pathologies

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

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

*Wayne Mitic, EdD (State, NY)*
Utilization-focused evaluation as it pertains to health promotion programs and services, health promotion 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

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

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

*Shlomo Romi, PhD (O.I.S.E.)*
Non-formal education, qualification of workers and residential schools, psychological assessment, custody cases and psychological characteristics of dropout and delinquent youth, youth in distress, training workers and therapeutic interventions

*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 Stoltz, 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 Blue Swadener, PhD (Wisconsin-Madison)*

Decolonization of research in cross-cultural contacts, 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, training and related service support roles.

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

SCYC-ECDVU program are identified by an asterisk in the course listings.

## Facilities

The School of Child and Youth Care houses laboratories designed for counselling training and observation research with children. The labs are equipped with two-way mirrors and digital video recording equipment. The School is affiliated with a number of research centres, including the Centre for Youth and Society, the Centre for Addictions Research, and the Centre for Health Promotion, and operates special educational initiatives, including the First Nations Partnership Program and the Early Childhood Development Virtual University.

## Financial Support

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

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

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

## Guidelines for Professional Conduct

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

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

### Unprofessional Conduct

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

## ADMISSION REQUIREMENTS

### General

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

### Admission To Master's Programs

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

The program will be admitting students on an annual basis for September entry, with limited enrolment. The course delivery will permit either full- or part-time participation.

Initial inquiries regarding the master's program should be addressed to the Graduate Adviser, School of Child and Youth Care. Application forms may be obtained from the Graduate Admissions and Records office. Each applicant will be assessed individually by the School of Child and Youth Care. Normally, admission will be limited to approximately 10-15 students per year.

### Admission to the PhD Program

Candidates will have a minimum of B+ (6.0 GPA) average and a master's degree in Child and

Youth Care or an allied discipline that demonstrates research experience and a capacity to conduct research. (Candidates whose previous degrees do not have a research component will be required to undertake and write a qualifying research activity.)

Each candidate accepted into the program will require one faculty member who is his/her agreed supervisor and a second faculty member who will serve on his/her supervisory committee. Admission to the program is restricted by the availability of faculty supervisors. Admissions decisions are made by the SCYC faculty.

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

In addition to the documentation required by the Faculty of Graduate Studies, the School of Child and Youth Care requires that applicants submit the following:
• A Curriculum Vitae;
• A comprehensive written statement outlining their intentions and expectations for their PhD program including: (a) an outline of relevant background, (b) their past and current research interests, (c) future professional goals and their work's potential contribution to the field of child and youth care;
• A sample of writing that demonstrates graduate level writing capacity;
• Two academic references;
• Two assessment reports (references) from people in positions to comment on the applicant's professional capacity;
• GRE scores, if available.
All short-listed candidates will be interviewed by a faculty admissions committee.

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

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

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

### Master's Program
The School of Child and Youth Care offers a Master of Arts in Child and Youth Care in a flexible delivery format to ensure accessibility to individuals working in the field. The program has an applied focus, preparing professional practi-

tioners in the child and youth care field for leadership in advanced practice, training and related service support roles.

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

### Master's–Thesis Option
The program of study consists of a total of 21 units:
• 15.0 units of core courses and electives
• 6.0 units of thesis

#### 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.

### Master's–Non-Thesis Option
The program of study consists of a total of 21 units:
• 15.0 units of core courses and electives
• 6.0 units of research project

#### Course Requirements
| | |
|---|---|
| CYC 541 (1.5) | Historical and Contemporary Theoretical Perspectives in Child and Youth Care |
| CYC 543 (1.5) | Qualitative Research Methods in Child and Youth Care |
| CYC 545 (1.5) | Quantitative Research Methods in Child and Youth Care |
| CYC 546 (1.5) | Human Change Processes: From Theory to Practice |
| CYC 553 (1.5) | Practicum in Child and Youth Care |
| CYC 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 or 3.0) | Specialized Practicum in Child and Youth Care |
| CYC 564 (1.5 or 3.0) | Special Topics in Child and Youth Care Research |
| CYC 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 and a dissertation normally 19.5 units.

### Course Requirements

| | |
|---|---|
| CYC 641 (3.0) | Generating Knowledge in Child and Youth Care |
| CYC 643 (1.5) | Qualitative Research in Child and Youth Care |
| CYC 645 (1.5) | Quantitative Research in Child and Youth Care |
| CYC 671 (1.5) | Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy |
| CYC 693 (3.0) | Candidacy Examinations |
| CYC 699 (16.5) | Dissertation |

### Program Electives

| | |
|---|---|
| CYC 564 (1.5) | Special Topics in Child and Youth Care Research |
| CYC 568 (1.5) | Program Evaluation and Policy in Child and Youth Care |
| CYC 569 (1.5) | Human and Organizational Change |
| CYC 571 (1.5) | Youth Substance Use: Perspectives on Theory, Research and Practice |
| CYC 580 (1.5) | Child and Youth Care in the Context of International Development |
| CYC 582 (1.5) | Children's Survival, Health, and Development in Ecocultural Context |
| CYC 680 (1.5 or 3.0) | Doctoral Seminar in Child and Youth Care |
| CYC 682A (1.5) | Internship in Child and Youth Care Research |
| CYC 682B (1.5) | Practice Internship in Child and Youth Care |

### Other Requirements

Students will normally be in residence while taking core courses.

### Candidacy

Students will be expected to complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.

### PhD Proposal

Following the successful completion of candidacies, the doctoral student will produce a research proposal. The student will be expected to outline his/her research proposal and answer questions from his/her supervisory committee as part of the approval process. The committee members will then indicate by signature their support and approval of the proposed research on the proposal and the student will proceed to the ethics review process (as appropriate) and subsequent research.

### Dissertation

The doctoral dissertation must 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.

### Oral Examination

Students are required to pass an oral examination at the end of their dissertation.

### Program Length

The maximum time limit for the PhD Program is 7 years. It is expected that full-time students will complete in less than 5 years.

### Graduate Diploma in International Child and Youth Care and Development

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

### CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Co-op office (located in MCK 112) early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Community Development

## GENERAL INFORMATION

### Contact Information

School of Public Administration
Location: Human and Social Development Building, Room A302
Mailing Address:
    School of Public Administration
    University of Victoria
    PO Box 1700 STN CSC
    Victoria, BC V8W 2Y2
    Canada
Courier Address:
    Room A302
    School of Public Administration
    Human & Social Development Building
    University of Victoria
    3800 Finnerty Road (Ring Road)
    Victoria, BC V8P 5C2
    Canada
Telephone Number:. . . . . . . . . . . 250-721-8055
Fax Number: . . . . . . . . . . . . . . . . . 250-721-8849
E-mail: macd@uvic.ca
Website: <publicadmin.uvic.ca/macd>
Director: Evert A. Lindquist
    E-mail: evert@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-8084
Graduate Adviser: Jim McDavid
    E-mail: jmcdavid@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-4293
Program Manager: Wendy Swan
    E-mail: cdadmin@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-8082
Administrative Assistant:
    E-mail: macd@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6446

### Faculty Members and Areas of Research

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

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

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

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

*Cosmo Howard, PhD (Australian National University)*
Front-line service delivery, impact of individualization of service on bureaucratic identity, autonomy of national statistics agencies

*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 (Southhampton)*
Conflict-related impact of policy; discourse theory and conflict; family law policy; health-care policy processes; restorative justice.

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

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

### Adjunct and Cross-Listed Appointments

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

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

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

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

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

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

### Degrees and Specializations Offered

MA in Community Development, in one of four streams: Community Economic Development, Co-operatives, Non-profit and International Community Development.

### Financial Support

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. All students admitted to the Master of Arts in Community Development program are automatically considered for this financial support.

## ADMISSION REQUIREMENTS

Applicants should have, or be about to receive, a bachelor's degree in any discipline. Ideally, applicants should have an average of B or better for the final two years of study. They must also have a minimum of four years of professional experience, paid or volunteer, in one of the four streams of the broader community development sector. International students should refer to the Faculty of Graduate Studies' international admission requirements. Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results of the Graduate Management Admission Test (GMAT). International students whose first language is not English are required to provide valid test results for the Test of English as a Foreign Language (TOEFL). The minimum score for the TOEFL is 610 on the paper-based test and 102 on the Internet-based test.

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

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

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

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

Initial inquiries should be addressed to the Program Manager, MACD Program.

Applications should be sent to the Graduate Admissions and Records Office.

### Deadlines

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

## PROGRAM REQUIREMENTS

The program consists of 21.5 units of study, including 4.5 units for the Master's Project (CD 596/598). Students are required to attend two-week summer residencies in each of the three summer terms. 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 12 courses common to all four streams, as well as specific courses designed for each stream as follows:

- **Core Courses:** CD 501, 502, 503, 504, 505, 506, 510, 511, 512, 513, 517, 520
- **Community Economic Development Stream:** CD 507, 514
- **Co-operatives Stream:** CD 508, 515
- **Non-profit Stream:** CD 509, 516
- **International Community Development Stream:** CD 507, 518

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

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

**Final Requirement:** Beginning during their first summer institute, students will work on a Master's Project (CD 596/598) addressing a management, policy or program problem for a client in the community development sector.

### Program Length

The entry date for the program is May. The program operates year round 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 502 (.5) | Leadership in an Interdependent World |
| CD 503 (1.0) | Frameworks of Organizational and Community Development |

Residential Workshop: Orientation to CBR and Major Project

**First Fall: Online**

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

**First Spring: Online**

| | |
|---|---|
| CD 506 (1.5) | Enterprise Development for Community Benefit |

CED and International CD Stream:

| | |
|---|---|
| CD 507 (1.5) | Development Finance |

Co-operatives Stream:

| | |
|---|---|
| CD 508 (1.5) | Co-operatives in Global Perspective |

Non-profit Stream:

| | |
|---|---|
| CD 509 (1.5) | Developing Capacities to Lead and Manage in the Non-profit Sector |

**Second Summer: On-Campus and Online Courses**

| | |
|---|---|
| CD 510 (1.5) | Leadership, Management and Governance within Organizations |
| CD 511 (1.0) | Developing Personal Capacity to Facilitate and Lead Change |

Residential Workshop: Project Proposal
Presentation

### Second Fall: Online

CD 512 (1.5)   Program/Project Design, Management and Evaluation
CD 513 (.5)    Scaling Up and Systems Change

CED Stream:
CD 514 (1.0)   The Comprehensive Development System

Co-operatives Stream:
CD 515 (1.0)   Critical Issues in Co-op Governance and Management

Non-profit stream:
CD 516 (1.0)   Government, Business and Non-profit Sector Relations

International CD Stream:
CD 518 (1.0)   Citizen Participation and Democratic Governance

### Second Spring: Online

CD 517 (.5)    Leverage Points for Transformational Change

One elective (1.5) selected from:
CD 507    Development Finance
CD 508    Co-operatives in Global Perspective
CD 509    Developing Capacities to Lead and Manage in the Non-profit Sector
CD 519    Strategic Communications, Engagement and Community Relations
CD 521    The Economics of Social Justice
CD 522    Understanding and Mainstreaming Gender
CD 523    Adult Learning and Education for Change
CD 590    Directed Studies
CD 591    Selected Topics Course
Courses in other graduate programs

### Third Summer: On-Campus and Online Courses

CD 520 (.5)    Anchoring a Change Agenda: Going Forward
Residential Workshop : Final Project Presentation
CD 596/598 (4.5)   Master's project due by August 15

## 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 Adviser. A written project report will be prepared and submitted to an oral examination committee.

### Oral Examination

Required for the Master's project (CD 596/598).

## CO-OPERATIVE EDUCATION

Co-operative education is an optional component of the MACD program. For more information, see "General Regulations: Graduate Co-op" on page 30.

# Computer Science

## GENERAL INFORMATION

The Department of Computer Science offers a graduate program leading to the degree of Master of Science (MSc) or a degree of Doctor of Philosophy (PhD) in Computer Science. The department also participates in the Co-operative Education program at the graduate level. Research areas include strong emphases in software engineering, HCI, software requirements engineering, combinatorial algorithms, graph theory, algorithm design and complexity, music technology, numerical analysis, parallel and distributed computing and digital systems design.

Further information can be found at the department's web page at <**www.csc.uvic.ca**>.

### Contact Information

Department of Computer Science
Location: Engineering/Computer Science Building, Room 504
Mailing Address:
    PO Box 3055 Stn CSC
    Victoria, British Columbia
    Canada V8W 3P6
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    ECS 504
    University of Victoria
    3800 Finnerty Road
    Victoria, British Columbia
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Fax Number: . . . . . . . . . . . . . . . . . 250-472-5708
Email: csdept@csc.uvic.ca
Website: <www.csc.uvic.ca>
Chair: Dr. Sue Whitesides
    Email: chair@csc.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-5704
Graduate Adviser: Dr. Alex Thomo
    Email: gradadv@csc.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-5786
Graduate Secretary: Wendy Beggs
    Email: gradsec@csc.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-472-5703

### Faculty Members and Areas of Research

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

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

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

*Daniela E. Damian, PhD (Calgary)*
    Software engineering, requirements engineering, computer-supported collaborative work, human-computer interaction, global software development

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

performance evaluation, queueing theory

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

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

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

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

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

*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, autonomic 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

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

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

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

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

*Micaela Serra, PhD (UVic)*
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 Thomo, PhD (Montreal)*
Database and knowledge-base systems (especially new data-models for the web and query processing for such models), graph theory, formal languages and their application to databases

*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

*Kui Wu, PhD (Alberta)*
Computer networks, wireless and mobile networking, mobile computing, network security

*Brian Wyvill, PhD (Bradford)*
Computer graphics, solid modelling, implicit modelling, non-photorealistic rendering, sketch-based modelling

*Michael Zastre, PhD (UVic)*
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

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

*Maurice Danard, PhD (Chicago)*
Numerical modelling, meteorology, oceanography

*Peter F. Driessen, PhD (British Columbia)*
Audio and video signal processing, computer music, sound recording, wireless communications, radio propagation

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

*Brian Gaines PhD (Cambridge)*
Modeling the socioeconomic infrastructure of information technology, human–computer interaction, cognitive psychology, systems theory

*Yong Gao, PhD (Alberta)*
Algorithmics, artificial intelligence and optimization, social and information networks, computational biology

*David G. Goodenough, PhD (Toronto)*
Remote sensing, software engineering, scientific visualization, artificial intelligence, grid computing, hyperspectral analysis, Kyoto carbon systems

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

*Paul Lalonde, PhD (British Columbia)*
Computer graphics

*Patrick McGeer, PhD (Berkeley)*
Distributed systems and computer networking, with emphasis on adaptive, application-specific networking in very high-capacity networks and distributed enterprises

*Morgan Price, CCFP (UBC)*
Informatics

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

*Ray G. Siemens, PhD (British Columbia)*
Humanities computing and digital Humanities

*Sheryl Staub-French, PhD (Stanford)*
Design Coordination, Constructability Reasoning, Visualization, Activity-Based Cost Estimating

*Pauline van den Driessche, PhD (Wales)*
Mathematical models in biology, combinatorial matrix analysis

*Maarten van Emden, PhD (Amsterdam)*
Constraint processing in engineering computations, operations research, programming methods and languages

## 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) post-graduate fellowship. Details are available from us, your local University or the NSERC website. Incoming students who hold NSERC post-graduate awards are awarded the President's Research Scholarship. (Note: Canada Graduate Scholarship Award holders - doctoral level are not eligible to receive the President's Research Scholarship.)

The University of Victoria awards a limited number of fellowships each year. These fellowships are for one year for MSc students. Fellowships for PhD students are renewable for one year subject to their achieving first-class results (A-) on courses and a recommendation from the department. These fellowships are awarded mainly on the basis of academic excellence to those applicants who apply for a September entry point or were admitted at the May entry point. Fellowship holders may also apply for up to 120 hours of TA employment for the first two years of their Master's program, or for the first 4 years of their PhD program. In addition, we 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 studies in Computer Science. Applicants from outside of Canada should note that it sometimes takes longer for all documentation to be received (all post-secondary transcripts, assessment reports, TOEFL, GRE). Graduate Admissions and Records will hold your application until all documentation has been received and assessed, at which time they will forward it to our department, providing university and department requirements are met.

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

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

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

## PROGRAM REQUIREMENTS

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

### Master's – Thesis Option

#### Course Requirements

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

#### Oral Examination

The Master's thesis must be defended in an oral examination.

#### Program Length

The department expects students to complete their Master's degree within the time limits set by the Faculty of Graduate Studies. Most students complete their program within 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.

### Master's – Non-Thesis Option

#### Course Requirements

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

#### Final Examination

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

#### 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.

### PhD Program

#### Program Requirements

For students entering with a master's degree, the PhD program consists of a minimum of 6 units of course work at the 500 level or higher and a dissertation (CSC 699). For students entering the PhD Program with a bachelor's degree, a minimum of 12 units of course work, where at least 9 units must be at the 500 level or higher, and a dissertation are required. All courses are valued at 1.5 units.

A PhD program must include the seminar course CSC 595 (1.5 units), which is to be over and above the course work required, unless the student has already taken an equivalent seminar course.

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

#### Candidacy

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

A limited number of students are completing their degrees with a Co-op option. Arrangements to enter such a program, which involves one or more work terms in addition to traditional academic terms, are made after the student has completed at least one regular academic term.

Additional information can be obtained from <mycoop.coop.uvic.ca/engrcoop>.

# Curriculum and Instruction

## GENERAL INFORMATION

### Contact Information

Department of Curriculum and Instruction
Location: MacLaurin Building, Room A430
Mailing Address:
    Department of Curriculum and Instruction
    PO Box 3010 Stn CSC
    Victoria, BC  V8W 3N4
    Canada
Courier Address:
    Department of Curriculum and Instruction
    3800 Finnerty Road
    MacLaurin Building, Room A430
    Vitoria, BC  V8P 5C2
    Canada
Telephone Number:............ 250-721-7808
Fax Number: ................. 250-721-7598
Email: edcigrad@uvic.ca
Website: <uvic.ca/education/curriculum>
Chair: Dr. Robert Anthony
    Email: cichair@uvic.ca
    Phone:...................... 250-721-7886
Graduate Secretary: Tanya Threlfall
    Email: edcigrad@uvic.ca
    Phone:...................... 250-721-7882

## Faculty Members and Areas of Research

*Robert J. Anthony, PhD (Toronto)*
Developmental language arts, applied linguistics, cross cultural education

*Laurie Rae Baxter, PhD (Ohio State)*
Media and popular culture, arts and cultural policy, curriculum studies

*Deborah L. Begoray, PhD (British Columbia)*
Secondary English language arts, literacy, visual literacy and media, literacy and health

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

*David W. Blades, PhD (Alberta)*
Theory and philosophy of science education curriculum, science education methodology, ethics and curriculum development,

curriculum history and theory, world citizenship education, post-structuralism and curriculum change

*Benjamin Bolden, PhD (Toronto)*
Teaching composing in the music classroom, student-centered learning in the music classroom, arts-influenced qualitative research methods

*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

*Robert J. Graham, PhD (Calgary)*
English education, curriculum theory, rhetoric and composition, cross-cultural studies and teacher education curriculum, autobiographical inquiry

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

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

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

*Mijung Kim, PhD (Alberta)*
Teacher preparation elementary, Curriculum Studies

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

*Graham P. McDonough, PhD (OSIE)*
Moral education, dissent and minority rights, sacred-secular tensions in schools, philosophy in high schools

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

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

*Alison Preece, PhD (Victoria)*
Language/literacy development and

assessment, critical/cultural/media literacies and young children, ECE, language and culture, internationalization and curriculum

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

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

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

*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 English language arts, instructional practices for struggling literacy learners

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

*Lorna Williams, PhD (Tennessee)*
First Nations ancestry, indigenous culture and traditions.

## 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
- Early Childhood
- 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, Science, Technology, and Environmental Education
- Music Education
- 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 quality 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 or July of that calendar year.

**October 15:**

For applicants seeking admission the January of the following year. (Note that not all programs admit students in January).

### International Student Application Deadlines for Complete Applications

**December 15:**

For applicants seeking admission September of the following year.

**October 15:**

For applicants seeking admission July of the following year.

**April 15:**

For applicants seeking admission January 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 Non-Thesis Options

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

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

### Art Education (MEd or MA)

This degree is a career credential intended for students who wish to develop their competencies in teaching studio-based art activities at the elementary and secondary school levels as well as in community settings. MEd program courses are offered in three (3) consecutive summers. For the next intake date, please refer to website: <**www.educ.uvic.ca/edci/C4-grad/AE.htm**>. Those interested in completing the program as an MA should contact the Art Education Graduate Area Adviser.

**Course Requirements: Total = 16.5 units**

| | | |
|---|---|---|
| EDCI 510 (3.0) | Research Issues & Studio Development |
| EDCI 511 (3.0) | Drawing & Studio Development |
| EDCI 513 (3.0) | Community Art Education |
| either EDCI 512 (3.0) | Internet Use & Digital Imaging |
| 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 = 16.5 units**

**Curriculum Studies–Non-Thesis Option (MEd)**

| | | |
|---|---|---|
| EDCI 531 (1.5) | Critical Discourses in Curriculum Studies |
| EDCI 532 (1.5) | Emerging Trends and Topics in Curriculum Studies |
| EDCI 533 (1.5) | Theory and Practice in Curriculum Design and Change |
| EDCI 580 (1.5) | Interpretive Inquiry |
| EDCI 597 (1.5) | Comprehensive Exam (MEd program only) |
| EDCI 598 (3.0) | Project |
| ELECTIVES (6.0) | |

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

| | | |
|---|---|---|
| EDCI 531 (1.5) | Critical Discourses in Curriculum Studies |

EDCI 532 (1.5)    Emerging Trends and Topics in Curriculum Studies
EDCI 533 (1.5)    Theory and Practice in Curriculum Design and Change
EDCI 580 (1.5)    Interpretive Inquiry
EDCI 599 (4.5)    Thesis
ELECTIVES (4.5)

### Oral Examination
Yes.

### Program Length
Full-time one to two years; part-time three years.

## Early Childhood Education – Non-Thesis Option (MEd)
The program consists of 16.5 units of course work, delivered primarily at an off-campus site, with two required summer sessions on campus at UVic. This is a community-based program and is only offered if there are faculty members available and sufficient interest to run the program.

### Course Requirements: Total = 16.5 units
1.5 units of:
EDCI 531 (1.5)    Critical Discourses in Curriculum Studies
EDCI 532 (1.5)    Emerging Trends and Topics in Curriculum Studies
EDCI 533 (1.5)    Theory and Practice in Curriculum Design and Change

3.0 units of:
EDCI 550 (1.5)    Seminar: Research in Early Childhood Education
EDCI 580 (1.5)    Interpretive Inquiry
Other required courses (9.0 units):
EDCI 551 (1.5)    The Young Child in Today's Society
EDCI 552 (1.5)    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, administrators, policy analysts, and consultants to government and other educational and community agencies. The MEd program consists of 16.5 units including a 3.0 unit project and 1.5 unit comprehensive examination. The MA program consists of 15.0 units including a 4.5 unit thesis. All programs must be determined through consultation between the student and the supervisor.

### Course Requirements: Total = 15 units
**Social, Cultural and Foundational Studies- Non-Thesis Option (MEd)**
ONE Research Methodology course (1.5) (to be selected by student and supervisor)
And TWO additional courses from the following list:
EDCI 520 (1.5)    Seminar in Contemporary Issues in Philosophical Perspective
EDCI 521 (1.5)    Contemporary Educational in Historical Perspective
EDCI 522 (1.5)    Philosophy of Education Through Film and Media
EDCI 523 (1.5)    Diverse Voices and Visions in Education
EDCI 525 (1.5)    Planning for Effective Schools
PLUS
EDCI 597 (1.5)    Comprehensive Examination
EDCI 598 (3.0)    Project
Electives (6.0)    Approved in consultation with student's supervisor

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

### Course Requirements: Total = 15 units
**Language and Literacy – Non-Thesis Option (MEd)**
EDCI 517 (1.5)    Reading Processes in the School Curriculum: Research and Processes
EDCI 529 (1.5)    Language Processes in the School Curriculum: Writing and Representing
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 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 and Processes
EDCI 529 (1.5)    Language Processes in the School Curriculum: Writing and Representing
EDCI 536 (1.5)    Language Processes in the School Curriculum: Oracy
EDCI 599 (4.5)    Thesis
Research Design and Language & Literacy Electives (6.0) chosen in consultation with and the approval of the student's supervisor.

### Oral Examination
Yes.

### Program Length
Two years.

### Middle Years Language and Literacy MEd Cohort – 15 units
Students will take three or four EDCI 591 courses offered in year I and II

**YEAR I (6.0 units)**

**Summer at UVic**
EDCI 517 (1.5)    Reading Processes in the School Curriculum: Research and Processes
EDCI 529 (1.5)    Language Processes in the School Curriculum: Writing and Representing

**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)    Interpretive Inquiry
**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 III (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 or Social Studies Education –Thesis Option (MA)

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

### Course Requirements: Total = 15 units

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)   Interpretive Inquiry

ED-D 560 (1.5)   Statistical Methods in Education

ED-D 561A (1.5)   Methods in Educational Research

Or other Approved Courses

EDCI 599 (4.5)   Thesis

One of

EDCI 531 (1.5)   Critical Discourses in Curriculum Studies

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

EDCI 572 (1.5)   Development and Implementation of the Curriculum in a Specific Area

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

### Oral Examination

Yes.

### Programs Length

Two years.

## Mathematics, Science or Social Studies Education - Non-Thesis Option (MEd)

This three-stream combined program is designed to provide a strong content component within the 16.5-unit degree while providing a central core of professional education in curriculum and instruction courses. The following courses outline a typical program, but all programs must be determined by the supervisor at the beginning of the program.

### Course Requirements: Total = 16.5 units

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

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

EDCI 572 (1.5)   Development and Implementation of the Curriculum in a Specific Area

Approved Research Methods Course (1.5)

EDCI 597 (1.5)   Comprehensive Examination

EDCI 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

#### Non-Thesis Option (MEd)

**Summer I (4.5 units)**

EDCI 500A (1.5)   Advanced Seminar in Music Education I

EDCI 506A (1.5)   Pedagogical Issues - Contemporary

EDCI 524 (1.5)   Advanced Conducting

**Summer II (4.5 units)**

EDCI 501 (1.5)   Research in Music Education

EDCI 506B (1.5)   Pedagogical Issues – World Music

One from the following list:

EDCI 525A (1.5)   Wind Conducting and Literature I

EDCI 525B (1.5)   Choral Conducting and Literature I

**Summer III (7.5 units)**

EDCI 500B (1.5)   Advanced Seminar in Music Education II

EDCI 597 (1.5)   Comprehensive Examination – Curriculum and Instruction

EDCI 598 (3.0)   Project

One from the following list:

EDCI 526A (1.5)   Wind Conducting and Literature II

EDCI 526B (1.5)   Choral Conducting and Literature II

#### Thesis Option (MA)

EDCI 500A (1.5)   Advanced Seminar in Music Education

EDCI 599 (4.5)   Thesis

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

and 3 units selected from:

EDCI 580 (1.5)   Interpretive Inquiry

ED-D 561A (1.5)   Methods in Educational Research

EDCI 501 (1.5)   Research and Evaluation in Music Education

### Oral Examination

Yes, for MA.

### Comprehensive Examination

Yes, for MEd.

### Program Length

Three summers for MEd, two years for MA.

## Doctor of Philosophy (PhD)

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

### Course Requirements: Total = 45 units

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

#### Core Courses, Total: 7.5 units

EDCI 600 (1.5)   Contemporary Discourses in Educational Studies

EDCI 601 (1.5)   Interdisciplinary Doctoral Seminar

EDCI 681 (1.5)   Advanced research Methodologies in Educational Studies

EDCI 693 (3.0)   Candidacy Examination

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

* Normally up to 6 units of contemporary equivalent or appropriate graduate coursework not used towards another degree may be transferred into the specialty area from recognized universities with the approval of the supervisory committee, the departmental Graduate Adviser, and the Faculty of Graduate Studies (see "Transfer Credit", page 28). A maximum of 3.0 upper level undergraduate level units may be used toward the degree with the approval of the supervisor in consultation with the supervisory committee, the departmental Adviser, and the Faculty of Graduate Studies. In special cases, assessment of prior learning involving other educational activities, professional experiences, or credentials may be evaluated as equivalent to courses required in the specialty area allowing students to substitute appropriate elective courses for the required courses. All applications for transfer credit and equivalent prior learning must be made at the time of admission or in the first semester of study.

#### Dissertation, Total: 30 units

EDCI 699 (30)   PhD Dissertation

### Specializations:

### Art Education (courses have studio focus)

required (1.5 units):

EDCI 602 (1.5)   Doctoral Seminar in Arts Education

Electives (6.0 units) from the following and others approved by supervisory committee:

EDCI 510 (3.0)   Research Issues and Studio Development in Art

EDCI 511 (3.0)   Research in Drawing and Studio Development

EDCI 512 (1.5)   Internet Use and Digital Imaging for Art Educators

EDCI 513 (3.0)   Community Art Education

### Curriculum Studies
Required (1.5 units):

EDCI 603 (1.5)   Doctoral Seminar in Curriculum Studies

Electives (6.0 units) from the following and others approved by supervisory committee:

EDCI 520 (3.0)   Seminar in Philosophy of Education

EDCI 580 (1.5)   Interpretive Inquiry

EDCI 581 (1.5)   Research Methodologies in Educational Studies

EDCI 582 (1.5)   Writing as Research

EDCI 632 (1.5)   Critique of Emerging Trends and Topics in Curriculum Studies

EDCI 633 (1.5)   Critical Discourses in Curriculum Design and Change

### Early Childhood Education
Required (1.5 units):

EDCI 650 (1.5)   Doctoral Seminar in Early Childhood Education

Electives (6.0 units) from the following and others approved by supervisory committee:

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 Early Childhood Education: Comparing Commonalities and Differences

EDCI 554 (1.5)   Comparative Early Childhood Education: Curriculum, Context and Culture

EDCI 655 (1.5)   Program Development for Early Childhood

### Language and Literacy
Required (4.5 units):

EDCI 617 (1.5)   Advanced Reading Processes in School Curriculum: Research & Processes

EDCI 629 (1.5)   Advanced Language Processes in School Curriculum: Writing & Representing

EDCI 636 (1.5)   Advanced Language Processes in School Curriculum: Oracy

Electives (3.0 units) as approved by supervisory committee.

### Mathematics, Science, 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 "General Regulations: Graduate Co-op" on page 30.

# 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: dispute@uvic.ca
Website: <publicadmin.uvic.ca/madr/>
Director: Evert A. Lindquist
    Email: evert@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . . 250-721-8084
Graduate Coordinator: Tara Ney
    Email: tney@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . . 250-721-8199
Graduate Secretary: 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.

*Lyn Davis, PhD (Florida State)*
    Research methodologies; scholarship of teaching; community housing issues; lesbian health and social services; and public policy, particularly related to health and social services. Senior Instructor.

### Adjunct and Cross-Listed Appointments
*Christina Hantel-Fraser, PhD (Bonn)*
    Critical conflict theory, interdisciplinary approach to conflict management, conflict comprehension and the contribution of organizational psychology, conflict structures, escalation dynamics, role of individuals in conflict management and resolution, conflict transformation and leadership.

*Michelle LeBaron, MA (Simon Fraser)*
Conflict resolution related to gender, spirituality and indigenous peoples; environmental and public policy, family, intercultural, commercial and workplace conflicts, and the use of arts and creative approaches to intercultural conflict and interreligious dialogue.

*Catherine Morris, LLM (British Columbia)*
Program development, policy development, research and education in non- governmental organizations, professional organizations, academic settings, and court-related programs internationally

*Gordon Sloan, LLB (Osgoode)*
Negotiation, conflict resolution, mediation, consensus building, problem solving and advanced mediation techniques.

## Degrees and Specializations Offered
MA in Dispute Resolution

## Financial Support
The University of Victoria awards a limited number of Graduate Fellowships for full-time study. All students admitted to the Master of Arts in Dispute Resolution program are automatically considered for this financial support, with the level of support determined by a student's GPA.

## ADMISSION REQUIREMENTS
### General
The interdisciplinary Master of Arts in Dispute Resolution program is administered by the School of Public Administration. The focus of the program is on public sector dispute resolution, including:
- foundation content on general dispute resolution theory and practice
- application of skills and knowledge to the design and implementation of multi-party decision making processes
- applications of skills and knowledge to the design and implementation of institutionalized public dispute resolution systems
- the impact of social inequalities on conflict, including power, gender and culture.

Students come from a variety of undergraduate backgrounds and should have relevant professional experience.

The program admits only full-time students, and requirements must be completed within five years of admission to the program.

### Admission To Master's Programs
Applicants should have a bachelor's degree in a relevant field of study. Normally, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement. Relevant post-baccalaureate professional experience is desirable but not necessary. In addition to documents required by the Faculty of Graduate Studies, the program requires applicants to submit the following:
- a detailed résumé of background information, professional or other relevant experience
- a 500 word statement of intent outlining reasons for applying to the program

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

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

### 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 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.

### 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 non-thesis (master's project) program. Completion of the degree is by oral examination.

### Course Requirements
- Core Courses- DR 501, 502, 503, 505, 506, 512, 515, 520,
- Elective Courses - DR 507, 508, 510, and others as available. Other elective courses may be selected, with permission of the Graduate Adviser, from approved courses in related fields of study offered by other departments.
- Final Requirement - 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 | |
|---|---|
| DR 501 (1.5) | Dispute Analysis and Diagnosis: Tools, Processes, Skills |
| DR 502 (1.5) | Conflict, Culture, and Diversity |
| DR 503 (1.5) | Public Policy, Law, and Dispute Resolution |
| DR 505 (1.5) | Foundational Theories for Dispute Resolution |
| DR 589 (0.0) | Co-op Seminar: Introduction to Professional Practice |

| Spring: Second Academic Term | |
|---|---|
| DR 506 (1.5) | Mediation Processes and Skills |
| DR 515 (1.5) | Research Methods |
| DR 512 (1.5) | Reflective Practice |
| Elective (1.5) | See above list of elective courses for details. |

| Summer: First Co-op Term | |
|---|---|
| Co-op placement with government, nonprofit or consulting organization | |

| Fall: Third Academic Term | |
|---|---|
| DR 520 (1.5) | Applied Research Seminar |
| Elective (1.5) | See above list of elective courses for details. (Students may opt to take a second elective this term.) |
| DR 598 (4.5) | Master's Project |
| or | |
| DR 599 (6.0) | Master's Thesis |

| Spring: Second Co-op Term | |
|---|---|
| Co-op placement with government, nonprofit or consulting organization and/or | |
| DR 598 (4.5) | Master's Project |
| or | |
| DR 599 (6.0) | Master's Thesis |

| Summer: Fourth Academic Term | |
|---|---|
| DR 598 (4.5) | Master's Project |
| or | |
| DR 599 (6.0) | Master's Thesis |

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

gible 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 "General Regulations: Graduate Co-op" on page 30.

# Earth and Ocean Sciences

## GENERAL INFORMATION

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

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

## Contact Information

School of Earth and Ocean Sciences
Location: Bob Wright Centre for Ocean, Earth and Atmospheric Sciences, Room A405
Mailing address:
   School of Earth and Ocean Sciences
   University of Victoria
   PO Box 3055 STN CSC
   Victoria, BC  V8W 3P6
   Canada
Courier address:
   School of Earth and Ocean Sciences
   University of Victoria
   Bob Wright Centre for Ocean, Earth and Atmospheric Sciences, Room A405
   3800 Finnerty Road
   Victoria, BC  V8P 5C2
   Canada
Telephone Number:. . . . . . . . . . . 250-472-5133
. . . . . . . . . . . . . . . . . . . . . . . . . . . . 250-721-6120
Fax Number: . . . . . . . . . . . . . . . . . 250-721-6200
Email: seos@uvic.ca
Website: <www.seos.uvic.ca>
Director: TBA
   Email: seosdir@uvic.ca
   Phone: . . . . . . . . . . . . . . . . . . . . . 250-472-5133
Graduate Adviser: c/o Graduate Secretary
Graduate Secretaries: Kathleen Chrétien and Allison Rose
   Email: eosc@uvic.ca
   Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-6120

## Faculty Members and Areas of Research

*Dante Canil, PhD (Alta), 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*
Marine geology; fluid-rock interaction in oceanic hydrothermal systems; formation of the oceanic crust; metamorphic petrology

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

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

*S. Kim Juniper, PhD (Canterbury), Professor (BC Leadership Chair)*
Hydrothermal vents, biogeochemistry, microbial ecology, Benthos, deep-sea ecology, animal-microbial interactions, biomineralization

*Jody M. Klymak, PhD (Wash), Assistant Professor*
Turbulent mixing, internal waves, coastal oceanography, estuarine oceanography, horizontal dispersion, internal tides, flow over topography

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

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

*Vera F. Pospelova, PhD (McGill), Associate Professor*
Quaternary geology, palynology, dinoflagellate cysts, coastal eutrophication and pollution, paleoclimatology, paleoceanogaphy

*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

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

*Verena Tunnicliffe, PhD (Yale), FRSC, Professor (Canada Research Chair) and Project Director, VENUS*
Evolution of marine communities, hydrothermal vents, seamounts and fjords; interaction with physical and geological processes

*Eileen Van der Flier-Keller, PhD (W Ont), Associate Professor*
Earth science education, teacher training and professional development, public awareness of science, sedimentary environments and geochemistry

*Diana E. Varela, PhD (UBC), 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 paleontology, stratigraphy, paleoecology, conodont paleobiology, paleoceanography, paleoclimatology, cabled ocean observatories

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

*Mairi Best, PhD (Chicago)*
Skeletal carbonate preservation; global physical, chemical and biological controls on preservation of paleo-biological information, and transfer of carbon from the atmosphere-ocean to the lithosphere

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

*George J. Boer, PhD (MIT)*
Climate modelling and analysis focussing on understanding the physical climate system (atmosphere, ocean, cryosphere, land-surface) and natural and greenhouse gas induced variability and change using general circulation models and sophisticated analysis tools

*Brian D. Bornhold, PhD (MIT)*
Physical sedimentology, nearshore and coastal geological hazards, paleoceanography, modern sedimentary processes

*John F. Cassidy, PhD (UBC)*
Earthquake hazard studies, including earth structure, earthquake source determination and wave propagation

*N. Ross Chapman, PhD (UBC)*
Ocean acoustics, acoustic signal processing, ambient noise, marine seismology, seismic inversion methods, and marine gas hydrates

*James R. Christian, PhD (Hawaii)*
Ocean biogeochemistry and the global carbon cycle, ecology of aquatic micro-organisms, interactions of ocean biogeochemistry and climate, mathematical modelling and data assimilation, ocean colour remote sensing

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

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

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

*Herbert Dragert, PhD (UBC)*
Crustal deformation - development and application of observation techniques (gravity, levelling, trilateration, GPS, borehole strain) and tectonic interpretation and modelling of the observations

*Greg Flato, PhD (Dartmouth)*
Numeric modelling of sea ice dynamics and thermodynamics; role of sea ice and polar oceans in climate; global climate modelling

*Michael G.G. Foreman, PhD (UBC)*
Numerical modelling, physical oceanography, data assimilation, satellite altimetry, tidal analysis

*John C. Fyfe, PhD (McGill)*
Climate modelling and analysis; coupled models of atmosphere-ocean variability in the extratropics, middle atmosphere variability, synoptic to low-frequency tropical variability, regional climate modelling

*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 (UIUC)*
Earthquake seismology: earthquake source studies, velocity structure inversion, seismogenic behaviour and processes in subduction zones, moment-tensor inversion and seismotectonics

*David V. Lefebure, PhD (Carlton)*
Economic geology and Cordilleran metallogeny, with emphasis on deposit models and mineral potential assessments

*Raymond Lett, PhD (UBC)*
Development of new geochemical exploration methods for metals in drift-covered areas, and models for data interpretation

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

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

*David L. Mackas, PhD (Dal)*
Spatial 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

*Fiona McLaughlin, PhD (UVic)*
The use of geochemical tracers in understanding water mass circulation, fronts and shelf basin exchange in the Arctic Ocean and Canadian Arctic Archipelago

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

*Suzanne Paradis, PhD (Carleton)*
Mineral deposits, especially in relation to the tectonic history of the Cordillera

*Jonathan M. Preston, PhD (UBC)*
High-frequency acoustic backscatter; echo and image formation; multibeam sonar systems; multivariate statistics; segmentation; categorical interpolation and mapping

*Leanne J. Pyle, PhD (UVic)*
Stratigraphy and sedimentology; biostratigraphy and paleontology

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

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

*Kristin M. 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

*Oleg Saenko, PhD (MHI NASU, Ukraine)*
Global ocean circulation and its influence on climate; water masses; climate variability and feedbacks

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

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

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

*Svein Vagle, PhD (UVic)*
Air-sea exchange processes, modelling and measurements of bubble dynamics and bubble gas transfer, observations of coastal oceanographic processes including tidal mixing, underwater ambient noise, low-power self-contained data acquisition systems, marine mammal acoustics, and new techniques in fishery acoustics

*Knut von Salzen, PhD (Hamburg)*
Modelling of physical and chemical processes in the troposphere; cloud and aerosol processes; global climate modelling

*Kelin Wang, PhD (W Ont)*
Subduction zone processes, lithospheric stresses, earthquake mechanics, crustal thermal and hydrological processes

*John T. Weaver, PhD (Sask)*
Geomagnetism; numerical modelling and inversion of electromagnetic induction in the earth and oceans

**GRADUATE PROGRAMS**

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

*Hidekatsu Yamazaki, PhD (Texas A & M)*
> 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 green house gas emissions pathways, integrated assessment modelling of climate change

## Degrees and Specializations Offered

The School of Earth and Ocean Sciences offers programs leading to Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in the general areas of geology, geophysics, oceanography and atmospheric science, with an emphasis on earth system science.

## Facilities

The School offers its graduate students access to a range of equipment for study and research. In-house facilities include labs for Petrology, Geochemistry, Paleogeochemistry, Marine Geochemistry, Marine Biogeochemistry/Phytoplankton, Biological Oceanography, Marine Biology, Ocean Mixing, Ocean Acoustics, Climate Theory and Modelling, Hydrothermal Studies, Structural Geology, Sedimentology and 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 Competency Requirement", 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.

## PhD Program

### Course Requirements

The PhD program consists of 45 units beyond the Bachelor's level, or 30 units beyond the Master's level. During their PhD studies, PhD students who enter the program with a Master's are normally expected to complete a minimum of 6 graduate or upper-level undergraduate course units. Students who enter with a Bachelor, including students who transfer from a Master's to a PhD at UVic, are normally expected to complete a minimum of 12 units of coursework. The PhD dissertation (EOS 699) makes up the remaining program units. That is, the thesis is typically worth 33 units for students entering the program with a Bachelor, or 24 units for students entering with a Master's.

### Candidacy

Within two years of registration and at least six months before the final oral examination, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. This thesis proposal will be defended in an oral candidacy exam. The Examining Committee will question the candidate to determine that the candidate has the appropriate background knowledge and skills to undertake the proposed project, and that the project is likely to lead to results suitable for a PhD dissertation.

### Oral Examination

PhD students will be required to defend their completed dissertation in a final oral examination open to the public.

### Program Length

A student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (84 consecutive months) from the date of first registration in the program. If the student transfers to the doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the Master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Earth and Ocean Sciences Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Economics

## GENERAL INFORMATION

The Department of Economics is recognized for its strengths in both research and teaching. Areas of faculty research include both theoretical and applied economics, econometric theory and the history of economic thought. All faculty members have active research programs and publish regularly in academic journals. In addition, faculty members have made important applied contributions to industry and governments at various levels. The department's teaching is highly regarded, with a strong emphasis at the graduate level on econometrics and economic theory as tools for understanding economic phenomena and for developing economic policy.

Further information can be found at <**web.uvic. ca/econ/graduate**>

## Contact Information

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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. Cheryl Lawrence
  Email: gradecon@uvic.ca
  Phone:. . . . . . . . . . . . . . . . . . . . 250-472-4409

## Faculty Members and Areas of Research

*M. Christopher Auld, PhD (Queen's)*
  Health economics, addictions research

*Judith A. Clarke, PhD (Canterbury)*
  Econometric theory, applied time series analysis

*Pascal Courty, PhD (Chicago)*
  Industrial organization, personnel economics

*Merwan Engineer, PhD (Queen's)*
  Monetary and macroeconomic theory

*Martin Farnham, PhD (Michigan)*
  Public finance, labour economics, urban economics

*David E. Giles, PhD (Canterbury)*
  Applied and theoretical econometrics

*Elisabeth Gugl, PhD (Rice)*
  Public economics, family economics

*Emma Hutchinson, PhD (Michigan)*
  Environmental economics, law & economics, applied microeconomics

*Peter W. Kennedy, PhD (Queen's)*
  Microeconomic theory, industrial organization, environmental economics

*Alok Kumar, PhD (Queen's)*
  Monetary economics, macroeconomics

*Carl A. Mosk, PhD (Harvard)*
  Japanese economic development, population economics

*Daniel Rondeau, PhD (Cornell)*
  Environmental and resource economics, microeconomics, game theory

*Nilanjana Roy, PhD (California, Riverside)*
  Econometrics, development economics

*Malcolm Rutherford, PhD (Durham)*
  History of economic thought, methodology, institutional economics

*Herbert J. Schuetze, PhD (McMaster)*
  Labour economics

*Paul 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, monetary economics

*Linda A. Welling, PhD (Western)*
  Industrial organization, microeconomic theory, intergovernmental tax competition

*Christopher Willmore, PhD (UBC)*
  Industrial organization, labour economics

## Adjunct and Cross-Listed Appointments

*Jen Baggs, Business, PhD (UBC) (2010-2013)*
  International business

*Lynda Gagné, Public Admin., PhD (UBC) (2010-2013)*
  Economics of the family, health economics, public finance

*Bradley Stennes, Adjunct Assistant Professor, PhD (UBC) (2010-2013)*
  Forest economics, natural resource economics

*Lindsay Tedds, Public Admin., PhD (McMaster) (2010-2013)*
  Applied economics, public economics, economies of taxation

## Degrees and Specializations Offered

The Department of Economics offers an MA program and a PhD program. Both programs combine strong training in core economic theory and econometrics with electives in applied areas and a co-operative option. MA graduates will be well prepared for doctoral studies in economics or for research and analysis positions in the private or public sectors. The PhD program provides more advanced training in applied economics, to prepare graduate students for academic and non-academic careers.

## Facilities

The department has a range of facilities to support both MA and PhD students in their studies. These include office space and a computer lab, solely for graduate students, which has the requisite software and databases for word-processing, econometric analysis and computer modeling. The Reid Elliot Reading room is also available for students.

## Financial Support

All students admitted to the graduate program are automatically considered for financial support, with the level of support determined on a competitive basis. Incoming students with first-class records (A-, or 7 on the University of Victoria 9-point scale) are considered for University of Victoria Fellowships. Consideration for these awards is automatic upon receipt of application by February 15 of the same calendar year. In addition, the department has a number of fellowships and scholarships available each year that are awarded on the basis of academic excellence.

Further support is provided in the form of Teaching Assistantships (TA), usually supplemented with Academic Income Supplements (AIS). Research Assistantships may also be available. All eligible students are encouraged to apply for provincial, federal and external funding, particularly from the Social Sciences and Humanities Research Council <**www.sshrc.ca**>.

For MA students, funding is promised for one year; for PhD students funding is usually promised for three years. Students do not necessarily receive funding, though in recent years every effort has been made to provide all students with some level of funding, usually a TA position and, in many instances, additional funds in the form of fellowships or AIS funding.

## Admission Requirements

### General

Applicants to either program must satisfy the department that they have the necessary skills in mathematics, statistics, and written and verbal communication to undertake the program. To this end, the department may require evidence of appropriate writing skills prior to admission.

Applicants with 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 Competency Requirement", 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 research statement, performance in previous degrees, nature of training and (if relevant) GRE results.

An outstanding applicant may be admitted with an appropriate baccalaureate degree, or the completion of at least two terms in a master's program at the University of Victoria. Students wishing to transfer from the MA program should normally have achieved an A- (7.0) average in their graduate courses, and may receive 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 Advisor, 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

### Master's – Thesis Option

The department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

### Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)    Microeconomic Analysis
ECON 501 (1.5)    Macroeconomic Analysis
ECON 545 (1.5)    Econometric Analysis

Successful completion of an additional 6 units of courses subject to the approval of the student's supervisory committee. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department may include up to 3 units of courses numbered at the 400 level as well as graduate courses in other departments. Directed Studies (ECON 595) provides the means of pursuing subject areas that are not covered in the listed courses. Students are encouraged to apply to individual instructors for Directed Studies. Students interested in the Co-operative Option (see below) must include ECON 516 in their program.

### 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 advisory committee. The appropriate nature and length of the thesis is determined by the advisory committee. The expected length of the thesis will vary with the nature of the work, with more technical theses generally being shorter than those with more literary content. Each candidate shall defend their thesis in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

### 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.

### Master's – Non-Thesis Option

The department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

### Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)    Microeconomic Analysis
ECON 501 (1.5)    Macroeconomic Analysis
ECON 545 (1.5)    Econometric Analysis

Successful completion of an additional 7.5 units of courses. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies.) Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

### Final Project

Successful completion of an Extended Essay (ECON 598). The Extended Essay is awarded 3 units.

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. The expected length of the essay will vary with the nature of the work, with more technical essays generally being shorter than those with more literary content. Each candidate shall defend their essay in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

### Program Length

Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

## PhD Program

### Course Requirements

Students are required to take the six core courses (9 units) listed below as well as a minimum of three field courses (4.5 units) for a total of at least 13.5 units. A student's supervisory committee determines the field courses required:

| Core Courses | |
| --- | --- |
| ECON 500 (1.5) | Microeconomic Analysis |
| ECON 501 (1.5) | Macroeconomic Analysis |
| ECON 545 (1.5) | Econometric Analysis |
| ECON 546 (1.5) | Themes in Econometrics |
| ECON 551 (1.5) | Information and Incentives |
| ECON 552 (1.5) | Macroeconomic Issues |

Students who enter the PhD with an MA degree may 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 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 academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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 A445
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   University of Victoria
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   Victoria, BC   V8W 3N4
   Canada
Courier Address:
   Educational Psychology and Leadership Studies
   University of Victoria
   Room A445 MacLaurin Building
   3800 Finnerty Road
   Victoria, BC   V8W 2Y2
   Canada
Telephone Number:. . . . . . . . . . . 250-721-7799
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Chair: Dr. John Anderson

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## 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: learning and development and elementary education, self-regulated learning, play therapy, special education, family development, research designs, research ethics

*Darlene E. Clover, PhD (Toronto)*
   Women and leadership, community activism and leadership, feminist pedagogy, democratic learning, nonformal and adult education, arts-based research and education, international comparative education and research, globalisation, citizenship and political participation, environmental adult education

*Carolyn L. Crippen, PhD (North Dakota)*
   Servant-leadership, moral imperative, educational history, effective learning organizations and cultural change, senior and school administration, school board governance, chaos theory, Icelandic education, inclusive schools, teacher education

*David de Rosenroll, PhD (Victoria)*
   Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches

*M. Honore France, EdD (Massachusetts)*
   Diversity and cultural issues related to counselling, transpersonal psychology, ecopsychology, Spirituality, Indigenous forms of counselling, working with residential school survivors, group dynamics 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)*
   Instructional psychology, learning/educational technologies, self-regulated learning, computer-supported collaborative learning, learning strategies, learning sciences

*Gina Harrison, PhD (British Columbia) R.Psych.*
   Cognitive and linguistic processes involved in processing written language, specific learning difficulties (especially developmental dyslexia), assessment in special education, school psychology

*E. Anne Marshall, PhD (Toronto) R. Psych.*
   Adolescent and emerging adult transitions and identity, cultural approaches to counselling, counsellor skill development, career and life planning, interdisciplinary and community-based research, qualitative inquiry, counselling in Aboriginal communities

*Joan M. Martin, PhD (Notre Dame)*
   Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology

*Donna McGhie-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

*Natalee Popadiuk, PhD (Calgary) R. Psych.*
   International student transition and adjustment; institutional support of international students; diversity, including the intersection of gender, ethnicity, and social class; feminist and interpersonal/relational theories; qualitative inquiry

*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 social and emotional development, childhood aggression and victimization, social information processing, teacher-child relationship quality

*Valia Spiliotopoulos, PhD (Brit Col)*
   Educational technology, adult and higher education, curriculum and program development, second language teaching and learning, diversity and internationalization in education

*Susan L. Tasker, PhD (McMaster)*
   Siblings of young murder victims; psychosocial adjustment to brain injury; meaning and quality of life in the face of loss and grief; caregiver-infant joint attention, counsellor-client joint attention, 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 - MEd, MA
- Educational Psychology - MEd, MA, PhD
  • Learning and Development
  • Measurement, Evaluation, and Computer Applications
  • Special Education
- Leadership Studies - MA, MEd

### 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 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 (eplsgrad@uvic.ca) and review postings on the departmental website

#### Work Study Program

The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid Office. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of $3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at: <registrar.uvic.

ca/safa/workstudy/ workstudyindex.html>.

## Co-operative Education and Work Placements

It is possible for graduate students to combine their graduate studies with co-op education semesters in which they apply knowledge and skills in paid work placements across Canada. This usually involves extending program completion by two semesters. For more information please contact: spacoop@uvic.ca.

## ADMISSION REQUIREMENTS

### General

Candidates seeking admission should normally be able to satisfy the entrance requirements of the Faculty of Graduate Studies. Further to these requirements, the Department of Educational and Leadership Studies requires an acceptable bachelor's degree from an accredited university and a grade point average of 6.0 (B+) in the last two years of academic work. Entry to the program is on a competitive basis and enrolment may be restricted in any given year. All applicants should submit a current résumé and a brief letter of intent. Other requirements include information on prerequisite courses, previous field experience, assessment reports, references, and personal statements.

Potential applicants may contact the Graduate Program Assistant for application information about specific programs. They may also visit our website: <www.educ.uvic.ca/epls>

For community based programs, phone: 250-721-7875.

## Admission To Master's Programs

### Counselling

Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. MA applicants must have at least 1.5 senior undergraduate credit in statistics that cover descriptive statistics including univariate and regression analysis. MA applicants must submit a one-page description of past research experience and present research interest.

Please note: Each year the Department of Educational Psychology and Leadership Studies in Education receives a considerable number of applications for entry into the graduate counselling programs, thus, the admissions process is a competitive one. Meeting admission requirements does not guarantee entry to the program. Only a limited number of places are available, typically 12-16 for on campus programs and 18 for Community-based programs. Recommendations for admissions are for a particular program and start date, and cannot be deferred. Applicants declining an offer of admission must re-apply. See our web site at: <www.educ.uvic.ca/epls/ grad/couns.htm> for more detailed information and guidelines.

1. Baccalaureate degree with at least a B+ average (6.0) in the last two years of course work.
2. Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. All applicants must have a minimum of nine units of relevant 3rd and 4th year coursework in Educational Psychology, Psychology or a related helping discipline. Se-

nior level courses in Human Development, Personality, Learning/Cognition, and Abnormal Psychology/Psychopathology are required. MA applicants must have at least 1.5 units of undergraduate credit in statistics that covers descriptive statistics and inferential statistics including univariate and regression analyses.

3. Completion of prerequisite courses ED-D 414, 417, and 418 with at least a B+ grade. Applicants must have completed ED-D 417 and ED-D 418* by December 31st of the year prior to program start. Applicants who have not completed ED-D 414 (or an equivalent course) prior to application submission may be granted admission to the program conditional on completing ED-D 414 (or equivalent) prior to beginning the program in September. ED-D 414 is usually offered several times throughout the year, including during the summer (July/August) prior to the start of the Master's program. Applicants applying for equivalency must send course outlines and other supporting information to the Graduate Adviser by November 1st prior to application.
   *Note: ED-D 414 and ED-D 417 have changed in unit value to 1.5 units from 3.0 units. ED-D 418 has been added as a prerequisite. As of December 1, 2007, applicants must have ED-D 418 for admission.*
4. A minimum of one year of successful relevant field experience (900 hours) documented in a complete résumé. Field experience is defined as working in a helping capacity in a counselling-related or teaching-related setting with children, adolescents, or adults. Such experience should involve person-to-person and/or group helping relationships in which (a) the individual plays a facilitative role in learning, personal and emotional growth, and/or psychological development and (b) is required to demonstrate professional and ethical behaviors, effective interpersonal skills, and personal awareness. It must also include the receiving of supervision involving evaluative feedback from a supervisor of a higher administrative position (i.e., not peer consultation) with clearly stated roles and responsibilities for the individual and the supervisor. This requirement can be met through volunteer work experience although preference will be given to applicants who have sustained, relevant paid work experience.
5. Two Assessment Reports (references) from professors and/or supervisors.
6. A minimum of two Counselling Skills Evaluations are required. One must be from an instructor of ED-D 417 (or equivalent). The other may be from a supervisor of the applicant's counselling or other applied work setting.
7. A personal statement (3 to 5 pages) detailing career plans and motivation for graduate work in Counselling.
8. For M.A. applicants only, a one-page description of past research experience and present research interests.
9. Applicants reactivating their file for reconsideration must detail in a letter the actions they have taken to strengthen their application over the previous one.

10. Applicants requesting admission consideration due to disability must put their request in writing at the time of admission, providing an explanation of their situation and appropriate medical or other documentation.
11. As a condition of admission to all Counselling Psychology programs, students must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act.

### Educational Psychology Focus Areas

#### General Requirements

- Bachelor's degree with at least a B+ average (6.0) in the last two years of course work and senior undergraduate courses directly related to the focus area (Special Education, Learning and Development, or Measurement, Evaluation and Computer Applications).
- Two references (assessment reports) from academic or field based contexts.
- A letter of intent outlining research, academic and professional goals specific to the focus area for which they are applying.
- Current curriculum vitae (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 with 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 Criminal Record Check in compliance with the BC Criminal Records Review Act.

## Admission to the PhD Program in Educational Psychology

Admission to the doctoral degree program requires completion of a master's degree from a recognized university. The completed degree can be with or without thesis.

Applicants who have completed a non-thesis master's degree are required to have completed a research paper in which design principles and analytic techniques are demonstrated.

Applicants must have completed ED-D 560 (Statistical Methods in Education) and ED-D 561A (Methods in Educational Research), or their equivalents within their Master's degree program.

Applicants must submit Graduate Record Examination scores from the aptitude portion (verbal, quantitative, and analytical) of the GRE.

Applicants must submit a statement of research experience and interests, a letter of intent, and current curriculum vitae.

Applicants must provide a minimum of one single-authored published or unpublished article that is appropriate to the field of future studies. A copy of the applicant's master's thesis, a major paper, published research or a professional report may be submitted to fulfill this requirement.

### Deadlines
- PhD Educational Psychology: Early January (September entry)
- MA/MEd Counselling: December 1 (September entry)
- Educational Psychology: Early January (September entry)
- Leadership Studies: Applications accepted until program is full (May, July, and September entry)

Please consult the department website for specific deadline dates: <www.educ.uvic.ca/epls/graduateprograms1.htm>.

## PROGRAM REQUIREMENTS

### Master's in Counselling

The program requirement for the MEd degree is a minimum of 24 units of study. The MA degree is a minimum of 27 units of study. The following ED-D courses are restricted to graduate students who have been admitted to either the MEd or MA counselling program, or by permission of the department: ED-D 514, 518, 519 (A, B, C, D, E, G, H, J, K, L, N, and P), 521, 522, 523, and 524.

### MEd Program Requirements

A minimum of 24 units of course work is required in the MEd program and a comprehensive exam. The program of study includes the following required courses:

| | |
|---|---|
| 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 519A (1.5) | Child and Adolescent Development and Counselling |
| 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 (3.0) | 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.

### MA Program Requirements

A minimum of 28.5 units of study is required in the MA program, and includes a thesis and its oral defense. Students choosing to conduct a thesis involving qualitative methodology are required to complete ED-D 519B or equivalent in addition to ED-D 560 and ED-D 561A. The program of study includes the following required courses:

| | |
|---|---|
| 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 560 (1.5) | Statistical Methods in Education |
| ED-D 561A (1.5) | Methods in Educational Research |
| ED-D 599 (6.0) | Thesis |
| Electives (3.0) | to be chosen in consultation with student's supervisor |
| **TOTAL:** | **28.5 units** |

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement, Evaluation and Computer Applications). As well, there is a range of courses being offered in other graduate programs across campus.

Students may focus on one or more of the following four areas:
- Trauma
- School/Higher Education Counselling
- Aboriginal Counselling
- Addictions

Course approval will be granted by the student's Supervisor or Graduate Adviser.

### Program Length

The MEd degree generally takes two years of full-time study on campus to complete. The MA degree also requires a minimum of two years of full-time study and often will require at least one additional semester to complete the thesis. Community-based programs have a set timeline 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 proj-

ect or paper. The MEd is useful for persons seeking employment or advancement in applied educational settings, community organizations, or the Ministry of Education. Projects and papers emphasize the application of theory and research to practice. The MEd program is useful for applicants who are interested in the development and evaluation of programs and services. Please note that MEd students who wish admission into doctoral programs generally require additional research method courses and must demonstrate their research and writing skill.

Important features of the MEd include:
- Minimum of 19.5 units (students often take more)
- Normally completed within 2 years
- Primarily course-based
- Culminates in an applied project or paper
- Is normally not suitable for entry into a PhD program

### Transfer between MEd and MA Programs:

Persons admitted to either degree program may apply for transfer to the other. Please note that transfers are not automatic; each transfer request will be evaluated by faculty before approval. This is normally done in the Spring with the new application reviews.

### Program Length

The MEd degree generally takes two years of full-time study on campus to complete. The MA degree also requires a minimum of two years of full-time study and often will require at least one additional semester to complete the thesis.

### Learning and Development Focus Area Requirements (MA and MEd)

#### Required Courses (12 units)

3.0 units in Learning composed of:

| | |
|---|---|
| ED-D 500 (1.5) | Learning Principles |
| ED-D 508 (1.5) | Theories of Learning |

3.0 units in Development composed of:

| | |
|---|---|
| ED-D 505 (1.5) | Basic Concepts in Human Development |
| ED-D 506 (1.5) | Topics in Human Development (at least one of the following) - 506A: Cognitive Development - 506B: Social and Emotional Development - 506C: Adolescent Development - 506D: Early Childhood and Middle Years Development |

3.0 units in Research and Statistics composed of:

| | |
|---|---|
| ED-D 560 (1.5) | Statistical Methods in Education |
| ED-D 561A (1.5) | Methods in Educational Research |

3.0 units in Learning and Development not previously counted above and selected from:

| | |
|---|---|
| ED-D 506 (1.5) | Topics in Human Development - 506A: Cognitive Development - 506B: Social and Emotional Development - 506C: Adolescent Development |

- 506D: Early Childhood and Middle Years Development

| | |
|---|---|
| ED-D 570 (1.5) | Instruction and Technologies to Promote Self-Regulated Learning and Strategy Use |
| ED-D 509 (1.5) | Psychology of Learning and Instruction |
| ED-D 591 (1.5) | Selected Topics in Education |
| ED-D 562 (1.5) | Advanced Statistical Methods in Education |

3.0 units of elective courses chosen in consultation with the student's supervisor

#### Degree Completion Requirements for MEd (4.5 units)

| | |
|---|---|
| ED-D 598 (3.0) | Project: Educational Psychology and Leadership Studies (Project structure varies by area) |
| ED-D 597 (1.5) | Comprehensive Examination: (Examination structure varies by area) |

#### Degree Completion Requirements for MA (6.0 units)

| | |
|---|---|
| ED-D 599 (6.0) | Thesis and oral defense |

### Measurement, Evaluation, and Computer Applications Focus Area Requirements (MA and MEd)

#### Required Courses (12 units)

1.5 units in Learning selected from:

| | |
|---|---|
| ED-D 500 (1.5) | Learning Principles |
| ED-D 508 (1.5) | Theories of Learning |

1.5 units in Development selected from:

| | |
|---|---|
| ED-D 505 (1.5) | Basic Concepts in Human Development |
| ED-D 506 (1.5) | Topics in Human Development (any of of the following) - 506A: Cognitive Development - 506B: Social and Emotional Development - 506C: Adolescent Development - 506D: Early Childhood and Middle Years Development |

3.0 units in Research and Statistics composed of:

| | |
|---|---|
| ED-D 560 (1.5) | Statistical Methods in Education |
| ED-D 561A (1.5) | Methods in Educational Research |

6.0 units in Measurement, Evaluation, and Computer Applications not previously counted above:

| | |
|---|---|
| ED-D 501 (1.5) | Theory of Measurement |
| ED-D 503 (1.5) | Program Development and Evaluation |
| ED-D 562 (1.5) | Advanced Statistical Methods in Education |
| ED-D 591B (1.5) | Selected Topics in Measurement, Evaluation and Computer Applications |

3.0 units of elective courses chosen in consultation with the student's supervisor

#### Degree Completion Requirements for MEd (4.5 units)

| | |
|---|---|
| ED-D 598 (3.0) | Project: Educational Psychology and Leadership Studies (Project structure varies by area) |
| ED-D 597 (1.5) | Comprehensive Examination: (Examination structure varies by area) |

#### Degree Completion Requirements for MA (6.0 units)

| | |
|---|---|
| ED-D 599 (6.0) | Thesis and oral defense |

### Special Education Focus Area Requirements (MA and MEd)

#### Required Courses (12 units)

1.5 units in Learning selected from:

| | |
|---|---|
| ED-D 500 (1.5) | Learning Principles |
| ED-D 508 (1.5) | Theories of Learning |

1.5 units in Development selected from:

| | |
|---|---|
| ED-D 505 (1.5) | Basic Concepts in Human Development |
| ED-D 506 (1.5) | Topics in Human Development (any of of the following) - 506A: Cognitive Development - 506B: Social and Emotional Development - 506C: Adolescent Development - 506D: Early Childhood and Middle Years Development |

3.0 units in Research and Statistics composed of:

| | |
|---|---|
| ED-D 560 (1.5) | Statistical Methods in Education |
| ED-D 561A (1.5) | Methods in Educational Research |

6.0 units in Special Education composed of:

| | |
|---|---|
| ED-D 515 (1.5) | Advanced Assessment in Special Education |
| ED-D 516 (1.5) | Advanced Intervention in Special Education |
| ED-D 568 (1.5) | Seminar in Special Education: Program, Practices and Policies |
| ED-D 569 (1.5) | Seminar in Special Education: Current Issues, Research, and Applications |

3.0 units of elective courses chosen in consultation with the student's supervisor

#### Degree Completion Requirements for MEd (4.5 units)

| | |
|---|---|
| ED-D 598 (3.0) | Project: Educational Psychology and Leadership Studies (Project structure varies by area) |
| ED-D 597 (1.5) | Comprehensive Examination: (Examination structure varies by area) |

#### Degree Completion Requirements for MA (6.0 units)

| | |
|---|---|
| ED-D 599 (6.0) | Thesis and oral defense |

## Master's in Leadership Studies

### MEd Program Requirements

The MEd degree requires 19.5 units of study including a research project (ED-D 598 - 3.0 units) and the comprehensive exam (ED-D 597 - 1.5 units).

Compulsory Core Courses (1.5 units): Students are required to select one of the following courses:

GRADUATE PROGRAMS

| ED-D 531 (1.5) | Concepts and Theory of Organization |
| ED-D 533D (1.5) | Concepts and Theories of Leadership in Learning Contexts: Leadership |
| ED-D 538A (1.5) | Community Leadership and Adult Learning |
| ED-D 539A (1.5) | Leadership, Learning and Social Justice |

Compulsory Core Courses: (4.5 units) Students are required to register in the following two courses which are taught in conjunction BUT only after successful completion of 10.5 units of course work.

| ED-D 561B (1.5) | Research Methods in Leadership |
| ED-D 598 (3.0) | Project |

Other Courses: (12.0 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 590, 591.

Up to 3.0 units can be in the form of an Independent Directed Study (ED-D 590) and the student is required to find the instructor to teach this course.

Electives from outside of Leadership courses (0-6.0 units). Up to 6.0 units of electives from outside Leadership Studies courses may be taken. Of those 6.0 units, only one undergraduate course at the 400 level is permitted with the Graduate Adviser's permission.

Compulsory Comprehensive Examination(1.5 units): ED-D 597 is the final requirement of the program, which is set three times each year in November, April and late-August. It consists of a three hour written exam in which a candidate is expected to demonstrate the synthesis and application of concepts and theories in Leadership Studies.

## MA Program Requirements
The MA degree requires 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 ED-D 500-level courses: 531, 532, 533, 534, 535, 536, 537, 538, 539, 590 (including all ED-D 591 courses) offered through Leadership Studies.

Up to 3.0 units can be in the form of an Independent Directed Study (ED-D 590) and the stu-

dent 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 to 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.

## Co-operative Education Program
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment, and students undertake study and work terms in alternating sessions). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Co-op office (located in MCK 112) early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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:............ 250-721-8610
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. Aaron Gulliver
    Email: gradadv@ece.uvic.ca
    Phone:..................... 250-721-6028
Graduate Secretary: Moneca Bracken
    Email: gradsec@ece.uvic.ca
    Phone:..................... 250-721-8675

### Faculty Members and Areas of Research
*Mostafa I.H. Abd-El-Barr, PhD (Toronto)*
    Parallel processing, computer architecture, reliable and fault tolerant computer systems design, digital systems testing, networks optimization, multiple-valued logic systems design

*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

*Panajotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)*
Digital signal processing, multidimensional systems, control systems

*Ahmad Almulhem, PhD (Victoria)*
Computer and network security, digital forensics, applications of data mining in computer and network security, visualization of security related data

*Turki F. Al-Somani, PhD (KFUPM)*
Elliptic curve cryptosystems, side channel attacks, normal basis arithmetic, pipelined and parallel cryptographic architectures

*Andreas Antoniou, PhD (London)*
Analog and digital filter design, digital signal processing, electronic circuits, optimization methods

*Amirali Baniasadi, PhD (Northwestern)*
Low-power design, power-aware architectures, VLSI, interconnect, high-performance processors

*Andrea Basso, PhD (Swiss Fed Inst of Tech)*
Multimedia networked services, including speech and video coding, media adaptation and transcoding, multimedia delivery for broadband and wireless networks, caching, scalability and interworking aspects of multimedia

*Stuart Bergen, PhD (Victoria)*
Digital signal processing, time series analysis, digital filters and filter banks, optimal filtering and inversion, seismic and genomic signal processing

*Ashoka K.S. Bhat, PhD (Toronto)*
Power electronic controls, high-frequency link power conversion-resonant and pulse with modulation, power converters for alternative energy sources, design of electronic circuits for power control

*Jens Bornemann, Dr-Ing (Bremen)*
RF/wireless/microwave/millimeter-wave components for antennas 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, flow and congestion control, medium access control, multimedia services, cross-layer design

*Stéphane Claude, PhD (London)*
RF/microwave/millimeter-wave components and systems design for radio astronomy and earth atmospheric detection

*Thomas E. Darcie, PhD (Toronto)*
Optical systems, optical communications, fiber-optic systems and technology, broadband networks, microwave/terahertz photonics, optical imaging and image processing systems, broadband applications

*Nikitas J. Dimopoulos, PhD (Maryland)*
Computer architecture, power aware computing, neural networks

*Xiaodai Dong, PhD (Queen's)*
Wireless communications systems, ultra-wideband communications, multicarrier and multiple antenna communication systems, radio propagation, cooperative communications, cognitive radio

*Peter F. Driessen, PhD (British Columbia)*
Audio and video signal processing, computer music, sound recording, wireless communications, radio propagation

*M. Watheq El-Kharashi, PhD (Victoria)*
Systems-on-a-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

*Fayez Gebali, PhD (British Columbia)*
Parallel algorithms, computer communications, computer architecture, computer arithmetic, multicore systems

*Abolfazl Ghassemi, PhD (Victoria)*
Smart grid communications, orthogonal frequency division multiplexing (OFDM) and multicarrier systems, cognitive radios, energy-efficient design and implementation of wireless sensor networks, adaptive modulation and coding, relay assisted and cooperative communications

*Reuven Gordon, PhD (Cambridge)*
Nanophotonics, plasmonics, biophotonics, biosensors, optical trapping, lab-on-chip devices, nanotechnology and nanofabrication

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

*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

*Young-Chai Ko, PhD (Minnesota)*
Wireless communication system design, cooperative systems, MIMO systems, wireless personal area network

*Paul H. Kraeutner, PhD (Simon Fraser)*
Array signal processing, underwater acoustic imaging and mapping, medical ultrasound, ocean based alternative energy systems, analog and digital electronics design for signal acquisition and processing, DSP's and FPGA'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 and computer architecture

*Wei Li, PhD (Victoria)*
Wireless communications, spread spectrum systems, ultra-wideband transmission, wireless sensor network, DSP for wireless communication

*Tao Lu, PhD (Waterloo)*
Photonic devices, bio-photonics, nano-photonics, optical device fabrication and modelling

*Wei Lu, PhD (Victoria)*
System and network security, pattern recognition

*Wu-Sheng Lu, PhD (Minnesota)*
Design and analysis of digital filters, wavelets and filter banks, DSP for telecommunications, numerical optimization and applications

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

*Michael L. McGuire, PhD (Toronto)*
Model-based and adaptive filtering, digital signal processing and wireless network control

*Subhasis Nandi, PhD (Texas A&M)*
Electric machine control and drives, fault diagnosis of electric machines, power electronics

*Stephen W. Neville, PhD (Victoria)*
Computer and network security, artificial intelligence, statistical signal processing, pattern recognition, fault detection and diagnosis, distributed systems, decision support systems

*Rajeev C. Nongpiur, PhD (Victoria)*
Signal processing for digital communications,

speech, audio, and biomedical applications; digital signal processing, adaptive filtering, wavelets, array signal processing, optimization techniques, statistical signal processing, and pattern classification

*Christo Papadopoulos, PhD (Brown)*
Nanomaterials, nanofabrication and self-assembly, nanoelectronics

*Daler N. Rakhmatov, PhD (Arizona)*
Energy-efficient computing, dynamically reconfigurable systems, electronic design automation

*Dale J. Shpak, PhD (Victoria)*
Voice and audio signal processing, digital filter design and implementation, digital signal processing for wireless and wireline systems, embedded and distributed systems

*Mihai Sima, PhD (Bucharest), PhD (Delft)*
Computer architecture, reconfigurable computing, 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 expitaxial films; optical device fabrication

*Issa Traoré, PhD (Institut National Polytechnique, Toulouse)*
Secure information systems, distributed systems, formal methods, requirements specification, object-oriented design and programming

*Isaac Woungang, 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

*Jianping Yao, PhD (Toulon & Var)*
Photonic generation of microwave, mm-wave and THz; photonic processing of microwave and mm-wave signals; radio over fiber, UWB over fiber; optically controlled phased array antennas; fiber and waveguide gratings; fiber lasers and amplifiers; fiber-optic sensors and interrogation systems; bio-photonics, optical microfluidics

*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

## 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 "General Regulations: Graduate Co-op", page 30).

## 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 MASc and PhD students from research grants, scholarships and fellowships. While there is no guarantee, additional funding may be available though Teaching Assistantships. Students with their own funding will also be considered.

## ADMISSION REQUIREMENTS

### General

Application forms may be obtained from the Graduate Admissions and Records office or may be downloaded at: <**registrar.uvic.ca/grad**> and should be sent to the Graduate Admissions and Records office when completed. Additional information about graduate studies in the Department of Electrical and Computer Engineering is available at: <**www.ece.uvic.ca**>.

### Admission To Master's Programs

Applicants for admission to the master's programs require a bachelor's degree, preferably in Engineering. International students normally require a first-class standing.

### Admission to the PhD Program

Applicants for admission to the PhD program require a bachelor's and a master's degree, preferably in Engineering. International students normally require a first-class standing.

## 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 599 MASc Thesis of 12 units.

### Thesis

The format of the MASc Thesis is according to faculty guidelines.

### Oral Examination

The MASc Thesis must be defended in an oral examination.

### Program Length

The MASc program will normally be completed in two years.

## MEng – Non-Thesis Option

### Course Requirements

The MEng program consists of a minimum of 12 units of course work plus the ELEC 598 MEng Project of 3 units.

### Mechatronics and Embedded Systems Option

Students in the MEng program who want to focus in Mechatronics and Embedded Systems are encouraged to select the course pattern shown below as part of the 12 units of course work required.
- ELEC 597 and ELEC 598
- A minimum of 3.0 units from ELEC 466, MECH 466, SENG 466
- A minimum of 4.5 units from MECH 458, ELEC 460, CENG 455, ELEC 553, ELEC 426

Undergraduate students in the Mechatronics option (for more information, please see the undergraduate calendar) may transfer directly to the MEng (Mechatronics option) upon completion of their undergraduate degree. All admission and transfer credit regulations of the Faculty of Graduate Studies must be met. Interested undergraduate students must apply for transfer during the last academic term of their undergraduate studies. For more information, please contact the Chair of the department or the Graduate Adviser.

### 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 MASc or MEng degree program. All of the admission and transfer credit regulations of the Faculty of Graduate Studies must be met. For more information, please contact the Chair or the Graduate Adviser of the department.

## PhD Program
### Course Requirements
The PhD program consists of a minimum of 6 or 15 units of course work depending on whether the student is admitted with an MASc degree or is transferred to a PhD program from an MASc program, plus the ELEC 693 Candidacy Examination of 3 units, plus the ELEC 699 PhD Dissertation of 30-36 units.

### Candidacy Examination (ELEC 693)
The PhD Candidacy Examination in the Department of Electrical and Computer Engineering will consist of an Oral Examination. The Oral Examination should be taken and passed not later than 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:
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Email: english@uvic.ca
Website: <english.uvic.ca/graduate>
Chair: Robert Miles
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Phone:..................... 250-721-7235
Graduate Adviser: Christopher Douglas
Email: gradengl@uvic.ca
Phone:..................... 250-721-7265
Graduate Secretary: Colleen Donnelly
Email: donnelly@uvic.ca
Phone:...................... 250-721-6331

## Faculty Members and Areas of Research
*G. Kim Blank, PhD (Southampton)*
Romantic poetry; cultural studies; media; discourse and conflict; professional writing

*Nicholas P.R. Bradley, PhD (Toronto)*
Literatures of the West Coast; Canadian literature; American literature; 20th-century poetry and poetics; literature and the environment/ecocriticism

*Luke Carson, PhD (Calif, Los Angeles)*
Modern American poetry; critical theory; literary criticism

*Alison Chapman, PhD (Glasgow)*
Victorian literature and culture, especially women's poetry

*Evelyn M. Cobley, PhD (British Columbia)*
Theories of literature, culture, and ideology; comparative literature; cultural studies; 20th-century British and American fiction

*Misao A. Dean, PhD (Queen's)*
Literatures of the West Coast; Canadian novel; postcolonial and gender theory; the representation of history in literature; the cultural construction of place; travel and exploration narratives

*James A. Dopp, PhD (York)*
Contemporary Canadian poetry and fiction; critical theory; popular culture

*Christopher D. Douglas, PhD (Toronto)*
American literature; contemporary American fiction; multicultural American literatures; Christianity and literature; postmodernism and modernism; critical race theory

*Gordon D. Fulton, PhD (London)*
Restoration and 18th-century literature; 18th-century religious literature; literary stylistics; critical discourse analysis; history of

the English language

*Elizabeth M. Grove-White, PhD (Trinity College, Dublin)*
Literacies; computer-mediated communication and research; transactional writing

*Iain M. Higgins, PhD (Harvard)*
Medieval and Renaissance literature, including early Scottish literature; contemporary poetry; travel and nature writing

*Janelle A. Jenstad, PhD (Queen's)*
Shakespeare; early modern literature; editing and textual studies; London studies; performance criticism; New Economic criticism; material culture; digital humanities

*Magdalena M.A. Kay, PhD (Calif, Berkeley)*
20th-century British literature; Polish literature; comparative literature; poetry and poetics

*Arnold Keller, PhD (Concordia)*
Professional writing instruction; computer applications to the teaching of English; Web publishing; Web video

*Erin E. Kelly, PhD (Maryland)*
Renaissance literature; early modern English drama; 16th- and 17th-century religious discourse; history of the book; rhetoric and composition

*Gary Kuchar, PhD (McMaster)*
Renaissance literature; 17th-century religious poetry and prose; religion and literature; Shakespeare and religion; literary-critical theory

*Mary Elizabeth Leighton, PhD (Alberta)*
Victorian literature, especially fiction and the periodical press; Victorian book illustration; the disciplinary history of English; textual studies

*Robert Miles, PhD (Sheffield, England)*
Romantic period, especially Gothic writing and prose fiction

*Eric Miller, PhD (Virginia)*
Restoration and 18th-century literature; contemporary poetry; nature writing

*J. Allan Mitchell, PhD (Dalhousie)*
Middle English literature; medieval forms of rhetorical culture; practical ethics; aesthetic experience

*Judith I. Mitchell, PhD (Alberta)*
19th-century novel; women's poetry; gender studies; feminist theory

*Michael Nowlin, PhD (Calif, Los Angeles)*
19th- and 20th-century American literature; American modernism; African-American fiction

*Sheila M. Rabillard, PhD (Princeton)*
Modern drama; theories of drama and performance; gender studies; modern literature

*Stephen Ross, PhD (Queen's)*
Modern British literature, especially Joseph Conrad and the modern novel; critical theory, especially Marxism, psychoanalysis, and deconstruction; modernism

*Lincoln Shlensky, PhD (Calif, Berkeley)*
Postcolonialism; Jewish studies; cultural

studies; film studies; holocaust studies; francophone and anglophone Caribbean literature; Hebrew literature and film

*Nicole Shukin, PhD (Alberta)*
Literatures of the West Coast; Canadian literature and cultural studies (especially environmental discourses and animal studies); critical theory; biopower and globalization

*Raymond G. Siemens, PhD (British Columbia)*
Renaissance literature; textual culture; editorial theory; Humanities computing and digital Humanities

*Lisa A. Surridge, PhD (Toronto)*
19th-century British fiction; Victorian book illustration; Victorian serial fiction; Victorian sensation fiction; Victorians and marital violence; judicial and legal writing

*Christopher B. Teuton, PhD (Wisconsin, Madison)*
American Indian oral and written literatures; Cherokee literature and culture; American Indian critical theory; multicultural literature; 19th-century American literature and culture; literature of the American West; Indigenous writing systems

*John J. Tucker, PhD (Toronto)*
Old Icelandic and Old English literature; Chaucer; history of the language; the historical film; hagiography

*Richard van Oort, PhD (Calif, Irvine)*
Shakespeare; literary theory; generative anthropology

*Adrienne S. Williams Boyarin, PhD (Calif, Berkeley)*
Old and Middle English; Medieval English history and culture; Marian literature and legends; hagiography (especially women's); paleography and codicology; Medieval anti-Jewish discourse and Christian-Jewish dialogue; law and literature

## Degrees and Specializations Offered

The Department of English offers the MA (non-thesis; 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 MA (thesis) with a concentration in Cultural, Social and Political Thought (CSPT); an MA (non-thesis; thesis by special approval only) with a concentration in Literatures of the West Coast (LWC); and an MA (non-thesis) with a concentration in Medieval and Early Modern Studies (MEMS).

## Facilities

The main research library for the Humanities is the McPherson Library. It contains about 1.9 million volumes, 47,000 serial subscriptions, 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 60,000 volumes, of which about one half are related to the study of English literature. The rare books and valuable manuscripts material from the medieval period to the present day 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, with others to be added in the future. The Library offers an interlibrary loans service for books it does not hold, and subscribes to a variety of electronic journals and article delivery services to provide access to articles in journals not held locally.

## Financial Support

Limited financial support is available to incoming students on a competitive basis. No separate application is necessary; the application for admission also serves as application for Fellowships and Teaching Assistantships. To be eligible, students must maintain continuous full-time registration during the tenure of award, and must have an outstanding academic record (usually a minimum GPA of 7.0 on a 9-point scale). Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship or Teaching Assistantship.

Students may apply for work as Research Assistants within the University by approaching faculty members directly. All eligible students are encouraged to apply for funding from provincial, federal, and external sources.

**MA:** The number and value of fellowships and teaching assistantships awarded to new students varies from year to year, but they are currently valued at $2,500 to $15,000 for one year. Unfortunately, we are unable to fund students beyond their first year. Students applying to the CSPT concentration should approach the CSPT Director for information on fellowships specifically awarded to CSPT students.

**PhD:** The number and value of fellowships and teaching assistantships awarded to new students varies from year to year, but they are currently valued at $15,000 to $25,000 per year for four years. In their third or subsequent years, all students may apply to teach first-year English (one section per term, to a maximum of three sections) if they are registered full-time, have maintained a minimum 7.0 GPA, and show scholarly and teaching potential. Students should have completed their Candidacy Examinations before receiving teaching appointments. Students applying to the CSPT concentration should approach the CSPT Director for information on fellowships specifically awarded to CSPT students.

## ADMISSION REQUIREMENTS
### General

The admission selection process is competitive. Applications are reviewed by the Graduate Admissions and Records Office and then by the English Graduate Committee, who usually makes admission decisions in February. Not all students who meet the minimum requirements can be admitted.

In addition to the application materials required by the Faculty of Graduate Studies (see "Faculty Admissions", page 16), the department requires a 1-page statement of intent, a 10-15 page typed essay on a theoretical topic, and a CV. GRE scores are not specifically required, but students

who have taken the exam are advised to submit the results since a high score can only strengthen their application.

International students whose first language is not English may be required by the Faculty of Graduate Studies to demonstrate competency in English (see "English Competency Requirement", page 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, but students may apply for entry in January, or May or July (depending on when Summer courses are offered). Only students who enter in September are eligible for 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 program open to selected MA and PhD students in English, History, Political Science, and Sociology—must meet the admission requirements for the MA or PhD program. MA applicants are expected to have some background in theory; PhD applicants are expected to have a strong competence in theory. Students should indicate on the application form both the program (MA or PhD) and 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 104.

## Concentration in Literatures of the West Coast (LWC)

The Literatures of the West Coast concentration is an innovative MA program that combines interdisciplinary study of Canadian and US literature with topics in the local histories, environments, and aboriginal traditions of the West Coast. Students applying for admission to the general MA in English should indicate their intention to apply to the Literatures of the West Coast program in their Statement of Intent.

The Literatures of the West Coast concentration is open to students from a broad range of disciplines. Applicants from a variety of undergraduate and professional backgrounds are encouraged to apply. Students who are deemed admissible by the Graduate Committee, and who have specified an interest in the Literatures of the West Coast concentration, will be admitted and considered for funding along with those pursuing the general MA degree.

## Concentration in Medieval and Early Modern Studies (MEMS)

The Medieval and Early Modern Studies concentration is designed for MA students who wish to make an intensive study of medieval and early modern literature. Students may declare the concentration at any time. Graduates receive an MA in English, with a concentration in Medieval and Early Modern Studies.

The substance of the concentration will vary according to individual interests and annual course offerings.

## Deadlines

Students who wish to be considered for funding must apply for September entry by January 15. For applicants who hold any post-secondary documents from academic institutions outside of Canada, however, the application deadline is December 15 (applications received after this date will still be accepted, but may not be processed in time to meet the January 15 deadline). MA applications received after January 15 will be considered, but applicants will not usually be eligible for funding. Applications received after May 31 may not be processed in time for September entry. PhD applications received after January 15 cannot be considered. The application deadline for January entry is October 31, and the application deadline for May or July entry is February 28.

## PROGRAM REQUIREMENTS

The MA program consists either of course work and a master's essay, or course work and a master's thesis. The former of these is the norm; however, students doing a concentration in Cultural, Social, and Political Thought are required to write a thesis, and students doing a concentration in Medieval and Early Modern Studies are required to write a master's essay.

Students—other than those in the CSPT concentration—who wish to pursue a thesis program (or, for LWC students, a thesis or 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 program must also submit a letter of support from the LWC Area Committee Chair. If a student's proposal is denied by the Graduate Committee, the student will have one opportunity to revise and resubmit; if the proposal is denied a second time, the student will be required to complete the master's essay program.

In designing their programs, students may benefit from consulting the Graduate Adviser and, if applicable, the Area Committee Chair (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, and 582 are variable content. Students are strongly encouraged to maintain a balance between Area and Special Topic courses.

Seminars designated as Area Courses (ENGL 505, 515, 520, 530, 540, 550, 560, 570, 571, 580, 585) offer a study of representative texts (canonical and non-canonical) in light of current scholarly debate in a given field. While remaining attentive to broader interpretive issues, Area Courses will explore some of the most vital critical methodologies now practiced in the field. In any given year, the instructor will select the works and methodologies to be studied. Students may not take an Area course in a given field more than once in their program of studies without the permission of the Graduate Adviser.

Seminars designated as Special Topic courses (ENGL 503, 504, 506, 510, 516, 521, 531, 541, 551, 561, 572, 581, 586) focus on specific topics designed around the current research interests of faculty members. Under certain circumstances, it will be possible to take a Special Topic course in a given field more than once.

## Master's – Thesis Option
### Course Requirements for MA

Students are required to complete 7.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course.

#### Summary of Course Requirements:

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Other English Graduate courses........ 6.0 units
Thesis (ENGL 599) .................... 7.5 units
Total ............................... 15.0 units

### Course Requirements for MA With a Concentration in CSPT

Students accepted into the CSPT concentration are required to complete 4.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course. Students are also required to take CSPT 501 (Con-

temporary Cultural Social and Political Thought I) plus another 1.5-unit CSPT course at the 500 level (with permission of the CSPT Director, a student may substitute a graduate theory seminar taught by a CSPT faculty member in another department for the 1.5-unit CSPT course at the 500 level).

#### Summary of Course Requirements:

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Other English Graduate courses........ 3.0 units
CSPT 501 ............................. 1.5 units
One other CSPT course at the 500 level. . 1.5 units
Thesis (ENGL 599) .................... 7.5 units
Total ............................... 15.0 units

### Course Requirements for MA With a Concentration in LWC

Students accepted into the LWC concentration are required to complete 7.5 units of graduate courses, including ENGL 500 (Introduction to Textual Studies and Methods of Research) for 1.5 units, and ENGL 582 (Core Seminar in Literatures of the West Coast) for 1.5 units. Of the remaining 4.5 units, 3.0 units must be LWC-tagged courses, such as those in the 583 series or those approved by the Graduate Committee, and 1.5 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval of the Graduate Adviser. ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course.

#### Summary of Course Requirements:

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Core Seminar in Literatures of the
West Coast (ENGL 582) ................ 1.5 units
Other Graduate courses................ 4.5 units
Thesis (ENGL 599) .................... 7.5 units
**Total ............................... 15.0 units**

#### Thesis

The thesis should be between 18,000 and 27,000 words, excluding notes and bibliography. For students in the CSPT concentration, the thesis must be on an approved topic within the fields of both English and CSPT, and at least two members of the supervisory committee must be drawn from the participating faculty of the CSPT program.

#### Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Adviser, if it is appropriate to the student's studies or professional interests.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if it is appropriate to the program of study and a qualified examiner can be found. Students also have the option of completing this requirement with at least a "B" in LING 401 (Salish) or LING 403 (Dene—Athabaskan).

Language tests are held in mid-December, mid-March, and mid-July. Students who have a sec-

ond language at third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or GER 390 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

### Oral Examination

At the final two-hour oral examination, the student gives a 15-20 minute presentation about the thesis, and then answers questions from the 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 MA thesis program in 12 months; however, most students take at least 18 months. A part-time or co-op student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

## Master's Non-Thesis Option

### Course Requirements for MA and MA with a Concentration in MEMS

Students who entered the program prior to September 2009 are required to complete 12.0 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Students entering the program effective September 2009 are required to complete 10.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Students doing a concentration in MEMS are required to complete 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).

### Summary of Course Requirements:

**Students Entering Prior to September 2009:**

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Other English Graduate courses....... 10.5 units
Master's Essay (ENGL 598)............. 3.0 units
**Total:**.................................15.0 units

**Students Entering Effective September 2009:**

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Other English Graduate courses........ 9.0 units
Master's Essay (ENGL 598)............. 4.5 units
**Total:**.................................15.0 units

### Course Requirements for MA with a Concentration in LWC

Students accepted into the LWC concentration are required to complete 10.5 units of graduate courses, including ENGL 500 (Introduction to Textual Studies and Methods of Research) for 1.5 units, and ENGL 582 (Core Seminar in Literatures of the West Coast) for 1.5 units. Of the remaining 7.5 units, 3.0 units must be LWC-tagged courses, such as those in the 583 series or those approved by the Graduate Committee; 1.5 units may be from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval from the Graduate Adviser; and 1.5 units may be ENGL 502 (Teaching Literature and Composition).

### Summary of Course Requirements:

Introduction to Textual Studies and
Methods of Research (ENGL 500)....... 1.5 units
Core Seminar in Literatures of the
West Coast (ENGL 582) ................ 1.5 units
Other Graduate courses................ 7.5 units
Master's Essay (ENGL 598)............. 4.5 units
**Total** ...............................15.0 units

### Final Project

Students entering the program effective September 2009, and students doing a concentration in Literatures of the West Coast, will complete a Master's Essay (not to exceed 10,000 words) worth 4.5 units. All other students who entered the program prior to September 2009 will complete a Master's Essay (not to exceed 6,500 words) worth 3.0 units. The paper must present an original and cogent argument, and demonstrate the student's research and writing abilities. For students doing a concentration in LWC, the topic must be chosen in consultation with the LWC Area Committee Chair. For students doing a concentration in MEMS, the topic must be in the medieval and/or early modern areas.

### Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Adviser, if it is appropriate to the student's studies or professional interests.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if it is appropriate to the program of study and a qualified examiner can be found. Students also have the option of completing this requirement with at least a "B" in LING 401 (Salish) or LING 403 (Dene—Athabaskan).

Students in the MEMS concentration will normally fulfill the language requirement by a language (Latin, French, Spanish, etc.) appropriate to both the concentration and the student's particular interest. The language should be chosen in consultation with the Graduate Adviser or with the student's Supervisor.

Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language on third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department

Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or GER 390 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

### Oral Examination

At the final one- to two-hour oral examination, the student gives a brief 15-minute summary of 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 MA non-thesis program in 12 months. A part-time or co-op student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

## 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 (Introduction to 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:

English Graduate courses.............. 6.0 units
Candidacy Examination (ENGL 693) ... 6.0 units
Dissertation (ENGL 699)............. 18.0 units*
Total ...............................30.0 units*
*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 written 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 Prospectus. The student must provide a written summary of this Conference to the members of the Supervisory Committee, for their endorsement, prior to commencing the Dissertation.

### Other Requirements

**Language Requirement** - Students must demonstrate a reading knowledge of two appropriate languages other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Adviser, if it is appropriate to the student's studies or professional interests. Students who are judged by the Graduate Adviser to have advanced competence in one language may have one of the second language requirements waived.

Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or GER 390 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

**Instructional Experience** - As an integral part of their program, PhD students are usually expected to undertake teaching duties within the department.

### Dissertation

The dissertation is expected to be a sophisticated work of the highest possible caliber, and potentially publishable, and should be between 60,000-120,000 words (excluding notes and bibliography).

For students in the CSPT concentration, the dissertation must be on an approved topic within the fields of both English and CSPT, and at least two members of the supervisory committee must be drawn from the participating faculty of the CSPT program.

### Oral Examination

At the final three-hour oral examination, the student gives a 20-minute presentation about the dissertation, and then answers questions from the Examining Committee and from the general audience.

### Program Length

Although the University allows students a seven-year period within which to complete their PhD degree, students who wish to be competitive in the job market and in postdoctoral and other grant applications should aim at completing their doctoral program in four to five years.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Environmental Studies

## GENERAL INFORMATION

The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnoecology and Political Ecology. We embrace a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge.

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

### Contact Information

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Graduate Adviser: Dr. Eric Higgs
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### Faculty Members and Areas of Research

*Peter Stephenson, PhD (Toronto)*
Environmental health issues. Research methods and ethics in marginalized populations, especially those compromised by changing environments: Indigenous Peoples, migrants, refugees and the elderly in both Canada and Europe.

*Eric Higgs, PhD (Waterloo)*
Ecological restoration; landscape change; parks and protected areas; culture-nature relationships; technology and culture change

*Trevor Lantz, PhD (UBC)*
Ethnoecology; ethnobotany; global change, disturbance ecology; Arctic ecology and landscape change

*Michael M'Gonigle, JSD (Yale)*
Political ecology; strategies for developing sustainability, with a special focus on forestry, urban and campus sustainability; green legal theory

*Valentin Schaefer, PhD (SFU)*
Ecological restoration; biodiversity; urban ecology; Restoration of Natural Systems Faculty Coordinator

*Karena Shaw, PhD (Johns Hopkins)*
Political ecology; local/global environmental governance; political theory; indigenous politics; sustainable energy systems

*Brian Starzomski, PhD (UBC)*
Community ecology and conservation biology; climate change and biodiversity; dispersal and spatial ecology; ecological restoration; food webs

*Duncan Taylor, PhD (Calif-Santa Cruz)*
Political ecology; history, politics and philosophy of North American conservation and environmental movements; community forestry and ecoforestry; integral systems theory

*Nancy J. Turner, PhD (UBC)*
Ethnoecology; ethnobotanical and environmental knowledge of Indigenous Peoples of British Columbia, and its implications and applications in conservation biology; community forest use; forest and environmental policy; parks and protected areas; and environmental and cultural health and restoration

*John Volpe, PhD (UVic)*
Ecological restoration; systems ecology; marine conservation and restoration; marine-based food production systems

*Wendy Wickwire, PhD (Wesleyan)*
Ethnoecology; oral tradition of the First Nations peoples of south central British Columbia; history of ethnography in British Columbia; ethnographic methodology

## Visiting, Adjunct and Cross-Listed Appointments

*Pamela Asquith, PhD (Oxford)*
Anthropology of modern Japan; Japanese views of nature; science, technology and society

*E. Richard Atleo, PhD (UBC)*
Ethnoecology; Indigenous knowledge; Nuu-chah-nulth worldview; sustainable forestry practices

*Brenda Beckwith, PhD (UVic)*
Ethnoecology; cultural landscapes; Garry Oak ecosystems; ecological restoration

*Conrad Brunk, PhD (Northwestern)*
Applied and professional ethics; religion; values and technology; environmental ethics, risk science and public policy: bio-medical ethics, philosophy of religion and philosophy of law

*Lori Daniels, PhD (Man)*
Impacts of natural disturbance; climate variation and human interactions on forest dynamics

*Douglas Deur, PhD (Louisiana State)*
Ethnoecology; traditional plant use and cultivation on the Northwest Coast

*Donald Eastman, PhD (UBC)*
Ecological restoration; wildlife ecology and conservation; biodiversity conservation

*Robert Gifford, PhD (UBC)*
Environmental psychology; social psychology; personality psychology; design of built environments

*Purnima Govindarajulu, PhD (UBC)*
Ecological restoration; conservation ecology; invasive species

*Robin Gregory, BA (Yale), MA, PhD (UBC)*
Environmental risk management, conflict resolution, environmental management

*Thomas Heyd, PhD (Western Ontario)*
Environmental philosophy and ethics; environmental aesthetics

*Bryce Kendrick, DSc (Liverpool)*
Mycology; conservation ecology

*Nancy Mackin, PhD (UBC)*
Ethnoecology; architecture; environments and culture; traditional ecological knowledge

*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

*Sandy Wyllie-Echieverria, PhD (Brigham Young)*
Ethnoecology; marine systems conservation and restoration; seagrass ecology and conservation

*Jason Fisher, PhD (UVic)*
Mammal and wildlife ecology; landscape ecology and landscape change; spatial dynamics of terrestrial and marine mammals; biodiversity conservation; species restoration

*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

*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

*Wade Davis, PhD (Harvard)*

## Degrees and Specializations Offered

MA and MSc in Environmental Studies

## Facilities

The school is located in the Social Sciences and Mathematics building, where in addition to meeting and collaborative space, we have three labs for graduate students: Ethnoecology, Restoration and Conservation Ecology, and Visualization. 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 support financially all graduate students for two years to undertake full-time graduate studies in the School of Environmental Studies (part-time support is spread over 3 or 4 years). This funding is comprised of 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) in the last two years of undergraduate studies. Eligibility criteria vary with each 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 7.0 (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. Links to the application forms can be found on the School website.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Competency Requirement", page 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 6.5 (B+) in the last two years of undergraduate study. In practice a higher GPA may be required to ensure entry. The minimum GPA required for a PhD entry is 7.0 (A-). Some exceptions may be made, in extenuating circumstances, such as with mature applicants who have achieved significant work experience, who have shown evidence of ability to complete major projects in a competent and timely manner, and who have demonstrated the knowledge, skills and abilities expected of highly accomplished undergraduate students.

In addition to the documentation required by the Faculty of Graduate Studies (see "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.

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; the composition of the proposed advisory committee.

Typically, students entering the program with a Bachelor of Arts degree will continue with a MA degree, whereas students with a Bachelor of Science will enter the MSc program.

Students may complete the program as a full-time or part-time student.

### Deadlines

January 15 for admission in September of the same calendar year.

## PROGRAM REQUIREMENTS

The MA and MSc degree programs are similar in overall program requirements but will vary in the type of elective courses and thesis research.

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis.

All students are required to attend a 3-day field camp at the beginning of their program (late August-early September) as part of ES 500.

There is no formal residency requirement. However, in practice all students should be in residence in their first term of study, and residency during the first year is encouraged.

### Course Requirements
A student's program will include the following core courses:

| Core Courses: | |
| --- | --- |
| ES 500 (1.5) | Perspectives on Environmental Theory |
| ES 501 (1.5) | Methods, Research Design and Communications |
| ES 502 (1.5) | Thesis Proposal Preparation |

**and at least 3.0 elective units** to be taken from within or outside the School with the permission of the student's supervisor. Up to than 1.5 units may be taken at the 400-level.

Core and elective courses contribute 7.5 units toward the 15-unit minimum degree requirement.

### Thesis
The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of two members: a supervisor and an academic member.

All committee members must be members of the Faculty of Graduate Studies.

The thesis carries 7.5 units of credit.

### Oral Examination
Once the thesis is judged ready to defend by the supervisory committee, then an application is made for an oral defense. There are deadlines set by the Faculty of Graduate Studies for the timing of this defense. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the thesis, and is an arms-length knowledgeable member. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Faculty of Graduate Studies.

### Program Length
Most full-time students require 2 years to complete the program; part-time students will require 3-4 years to complete the program.

## Co-Operative Education
Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for full-time Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Exercise Science, Physical and Health Education

## General Information
The School of Exercise Science, Physical and Health Education is an academic department within the Faculty of Education at the University of Victoria. Our mission is to advance knowledge and to prepare professionals in the area of physical activity and health through teaching, research and service. Prospective graduate students can find further information about our School and our programs on our website: <www.educ.uvic.ca/phed/>.

### Contact Information
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### 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)*
Pediatric exercise physiology, women and exercise, health benefits of exercise in cancer patients, bona fide occupational fitness.

*Sandra L. Gibbons, PhD (Oregon)*
Team building through physical education, gender equity in physical education, affective domain in physical education, teaching effectiveness.

*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 therories.

*Sandra R. Hundza, PhD (Victoria)*
Neural control of human movement; motor rehabilitation after injury (e.g. neurotrauma) and with disease and aging. Neural control of balance during walking and coordination of limbs and trunk during rhythmic movement (e.g., walking or cycling); assistive devices and technologies related to mobility.

*Marc Klimstra, PhD (Victoria)*
Biomechanics and motor control of human movement in sport, exercise and rehabilitation.

*Lara Lauzon, PhD (Victoria)*
Teacher wellness, college and university student health and wellness, organizational and workplace wellness, leadership, active health, and media and body image.

*John Meldrum, PhD (Waterloo)*
Management, marketing, and service quality. Understanding human relationships and the attachment to people, places and activities in a health, leisure, sport or community context.

*Patti-Jean Naylor, PhD (Victoria)*
Socio-ecological and setting-based approaches to health promotion, obesity and chronic disease prevention, dissemination, knowledge translation/exchange, implementation and organizational capacity.

*Douglas R. Nichols, PhD (Oregon)*
Outdoor recreation and leisure for special populations, recreation administration, environmental interpretation.

*Ryan Rhodes, PhD (Alberta)*
Behavioural medicine, psychology of physical activity and sedentary behaviour, social cognitive and personality theories of health behaviour, research methods, and psychometrics.

*Lynneth A. Stuart-Hill, PhD (British Columbia)*
Exercise hematology and immunology, occupational physiology, development of pre-employment physical abilities tests, children and exercise, exercise prescription.

*Viviene A. Temple, PhD (Royal Melbourne Institute of Technology)*
Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy, movement skills of children.

*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

**GRADUATE PROGRAMS**

- MEd Coaching Studies (Cooperative Education)
- MSc Kinesiology
- PhD Kinesiology

## Facilities

McKinnon Building: classrooms, undergraduate anatomy and physiology teaching labs, human physiology research lab, gymnasiums, pool, dance studio, Institute of Applied Physical Activity.

MacLaurin Building: rehabilitation neuroscience lab, behavioural medicine lab.

## Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The School of Exercise Science, Physical and Health Education cannot guarantee funding although it is our intention that all graduate students in the first two years of their programs could receive some financial support. This may come in several ways.

### University Fellowships

Students who have an A- (7.0 on the UVic grading scale) may qualify for a University Fellowship valued at approximately $12,000.

### Sessional Lecturers/Laboratory Instructors/Academic Assistants

These unionized positions are advertised on the notice board near the Exercise Science, Physical and Health Education General Office and listed on the Exercise Science, Physical and Health Education website: <www.educ.uvic.ca/phed/> under the heading "Employment Opportunities."

### Research Assistants

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

### Academic Income Supplements (AIS)

Students who are employed in positions as described above may receive a subsidy (amount to be determined) for the winter session 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 pro-

vided 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.

### 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 subdiscipline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A thesis, subject to oral examination, is required.

#### Program Requirements: Total = 18 units

EPHE 573.................................. 3.0
Two of: EPHE 580, 581, 582, 583 or 584 ....... 3.0
Seminar (EPHE 500) ........................ 0.0
Either ED-D 560 or EPHE 585 ............... 1.5
Electives................................1.5-3.0
Thesis (EPHE 599) .....................7.5-9.0

#### Program Length

Usually two to three years.

### Master of Arts in Kinesiology (MA) – Non Thesis Option

This program is predicated on the "Inquiry Approach," allowing students to examine issues and questions related to the specific subdisci-

pline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A project is required.

#### Program Requirements: Total = 18 units

EPHE 573.................................. 3.0
Seminar (EPHE 500) ........................ 0.0
Two of : EPHE 580, 581, 582, 583, 584......... 3.0
Either ED-D 560 or EPHE 585 ............... 1.5
Electives................................3.0-4.5
Project (EPHE 598).....................6.0-7.5

#### Program Length

Usually two to three years.

### Master of Arts in Physical Education (MA) – Thesis Option

This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis, which is subject to an oral examination.

#### Program requirements: Total = 18 units

EPHE 573.................................. 3.0
Two of: EPHE 580, 581, 582, 583, 584 ......... 3.0
Complementary course(s) in research techniques............................1.5-3.0
Electives................................3.0-6.0
Thesis (EPHE 599) .....................4.5-6.0

#### Program Length

Usually two to three years.

### Master of Education in Coaching Studies (MEd) - Non-Thesis Option

This degree provides students with a program of studies with a particular focus on coaching science. This is a summer-based program and is largely course-based. Twelve units of required courses are completed during July /August over two consecutive summers. An additional three units of elective courses must be completed and may be taken off campus. Students also complete two four-month cooperative work terms, a comprehensive exam and a project. It is also possible to complete some of the National Coaching Certification Program (NCCP) level 4/5 tasks during the MEd CS program, which is coordinated through the National Coaching Institute British Columbia (NCI).

#### Program Requirements: Total = 19.5 units + 2 work terms (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 Non-Thesis Options

This degree is a program of study focusing on administration and management of recreation and leisure service organizations. A major proj-

ect and comprehensive examination OR a thesis subject to oral examination, are required.

**Program requirements: Total = 19.5 units**

ED-D 560 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
EPHE 561, 562, 563, 573, & 574 . . . . . . . . . . . . . 7.5
EPHE 590 (topics to be determined) . . . . . . 4.5-6.0

**either:**

EPHE 597 and EPHE 598 . . . . . . . . . . . . . . . . . . 4.5

**or:**

EPHE 599 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6.0

**Oral Examination**

Only with thesis (EPHE 599) option.

**Program Length**

Usually two years.

## Doctor of Philosophy in Kinesiology (PhD) – Dissertation

The PhD program in Kinesiology is a research-orientated program designed for students who wish to obtain positions at colleges and universities, work in provincial and federal ministries and other public and private organizations.

**Program requirements: Total = 30 units**

EPHE 673 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3.0
Electives (to be determined[1]) . . . . . . . . . . . . . . 6.0
EPHE 693 (Candidacy Exam[2]) . . . . . . . . . . . . . . 3.0
EPHE 699 (Dissertation) . . . . . . . . . . . . . . . . . . 18.0

*1. Electives will normally be at the graduate level and will be identified with the approval of the supervisor and in consultation with the supervisory committee. Up to 3.0 units of upper level, undergraduate course work may be used toward the degree with the approval of the supervisor in consultation with the supervisory committee.*

*2. The candidacy exam will be comprised of two parts: (i) a written part that will include three scholarly papers that are submitted to the supervisory committee. The topics for the papers will be determined in consultation with the supervisor and supervisory committee. (ii) an oral part in which the candidate will present and defend the three written papers to the supervisory committee.*

**Program Length**

At least two years.

## Co-Operative Education

Participation in the Co-operative Education program - which is a process of education that integrates students' academic studies with knowledge, practical skills for employment, and workplace experience - is a mandatory component of the MEd Coaching Studies program. Co-operative education is optional for Master's students in other graduate programs in Exercise Science, Physical and Health Education.

Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. In the optional programs, students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Exercise Science, Physical and Health Education Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# French

## General Information

Faculty members in the Department of French have wide-ranging research and teaching interests in French, Quebec, French-Canadian, African and Caribbean literatures, culture and cinema, as well as in linguistics and applied linguistics.

For more information, please consult our website at <web.uvic.ca/french/graduate.html>.

### Contact Information

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Website: <web.uvic.ca/french>
Chair: Catherine Caws
    Email: chairfr@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7364
Graduate Adviser: Hélène Cazes
    Email: gradfren@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7379
Graduate Secretary: Carley Hatt
    Email: french@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7363

### Faculty Members and Areas of Research

*Claire Carlin, PhD (Calif, Santa Barbara)*
    17th-century French literature, feminist theory

*Catherine Caws, PhD (British Columbia)*
    Foreign language teaching, computer-assisted language learning

*Hélène Cazes, Doctorat ès lettres (Paris), Graduate Adviser*
    French Medieval and Renaissance literature, literary and cultural theory

*Emile Fromet de Rosnay, PhD (Queen's)*
    19th to 20th Century French and comparative literature, Romanticism, modernist poetics

*Emmanuel Hérique, D de IIIe cycle (Nancy)*
    French linguistics: phonetics, stylistics

*Yvonne Y. Hsieh, PhD (Stanford)*
    20th-century French literature, East-West literary relationships, exoticism in French literature

*Marc Lapprand, PhD (Toronto)*
    Literary theory, stylistics, 20th-century French literature

*Catherine Léger, PhD (UQAM)*
    Syntax, semantics, French in North America

*Sada Niang, PhD (York)*
    African and Caribbean literatures, African cinema

*Marie Vautier, PhD (Toronto)*
    Comparative Canadian literature, literary theory

### Degrees and Specializations Offered

The Department of French offers a program leading to the degree of Master of Arts in French Literature, Language and Culture.

### Facilities

UVic's McPherson Library constitutes a solid resource for graduate research in all areas of French Studies. It has 1,900, 000 volumes, 1,900, 000 items in microfiche, over 50,000 records, tapes, compact discs; 32,000 scores and 6,500 films.videos and DVDs. There are 12,000 current periodical subscriptions including over 2,600 e-journals. There are 137 on staff, including 26 librarians, among whom one librarian for the French collection. A highly efficient interlibrary loan service offers access to any materials not available locally. The department provides office space and computer facilities to its graduate students, and has a Reading Room containing reference materials and a computer.

### Financial Support

Consideration for financial aid is automatic upon receipt of applications by February 15. Funding is available through the competitive University Fellowship up to a value of $15,000 and may be held for one year, subject to academic performance and full-time enrolment. All eligible applicants are encouraged to and assisted in applying for funding to provincial, federal, and external sources. Please, see the information provided by the Faculty of Graduate Studies at <www.uvic.ca/grad>. Competitive funding is also available for research and teaching assistantships through the department for incoming and continuing students. The amounts may vary from year to year and students are encouraged to apply early.

## Admission Requirements

### General

Candidates must meet all the general requirements of the University of Victoria Faculty of Graduate Studies <registrar.uvic.ca/grad> as well as the specific requirements of the Department of French. There are four possible entry points – September, January, May and July – although students entering the program after September may have fewer opportunities for financial aid. 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 non-thesis program requires a BA degree in French, or equivalent, with a minimum overall average GPA of 6.5 in third- and fourth-year French courses. This qualification should consist of a minimum of 15 units of senior undergraduate course work in French which would normally include a methodology course and an advanced language course (equivalent to FRAN 390 and FRAN 402 at UVic).

Students with background deficiencies in French may be required to make up courses before being admitted to the MA program and will

then normally require two years for the completion of the degree.

## Deadlines

Applications are considered year round. However, to be considered for a UVic Fellowship for September, applications must normally be received by February 15.

## PROGRAM REQUIREMENTS

The department offers one MA program in French Literature, Language & Culture, comprising a minimum of 15 units of graduate credit:

- non-thesis option, designed to be completed in one calendar year
- thesis option, designed to be completed in two years

### Non-Thesis Option

1. 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 advisers; critical paper and oral examination.
4. A reading knowledge of English and of another appropriate language, in addition to French and English.

The Reading List will normally consist of 30 titles covering a period (e.g., a century), a genre (e.g., drama), a movement (e.g., Surrealism), or a specific topic. Originating in one or more of each student's courses, the list will offer the student the possibility of specialization in a chosen field and preparation for further study. Evaluation will be by oral examination. The examiners will assess the student's ability to express himself or herself in a literate and critical way, and to synthesize an extensive amount of reading. The critical paper will be the focus of the oral examination

### Thesis Option

The thesis option is normally by invitation of the departmental Graduate Committee:

1. 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-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time,

paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Geography

## GENERAL INFORMATION

### Contact Information

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Chair: Dr. Phil Dearden
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Graduate Adviser: Dr. Maycira Costa
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Graduate Secretary: Darlene Li
    Email: geograd@mail.geog.uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7350

### Faculty Members and Areas of Research

*David Atkinson, PhD (Ottawa)*
Analysis of weather data, Investigating high-latitude storm and storm track dynamics

*Rosaline Canessa, PhD (Victoria)*
Coastal zone management, marine protected areas, GIS decision making

*Denise Cloutier-Fisher, PhD (Guelph)*
Health and aging, palliative care, population healt, 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

*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 Gutberlet, PhD (Tübingen)*
Development and Resources: social and environmental assessment, public policies, urban and rural development; participatory

approaches, Brazil

*Michael Hayes, PhD (Manchester)*
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

*Lawrence D. McCann, PhD (Alberta)*
Historical geography of Canadian cities

*Michele Lee Moore, MSc (UVic)*
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; Decision making: cartography, surveying

*Aleck Ostry, PhD (British Columbia)*
Health research in rural and northern communities, nutritional health issues

*Daniel Peters, PhD (Trent)*
Assessment of climate variability/change, land-use change and flow regulation impacts on hydrological systems in Canada.

*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

*S. Martin Taylor, PhD (British Columbia)*
Environment and health, health promotion

*Ian Walker, PhD (Guelph)*
Sediment transport and erosion: coastal, desert, rivers, dunes

*Frederick J. Wrona, PhD (Calgary)*
Aquatic ecology and eco-toxicology, biostatistics and quantitative ecology

### Adjuncts and Cross-Listed Appointments

*René I. Alfaro, PhD (SFU)*
Quantifying pest damage to forests of BC; genetic resistance to pests

*Spyros Beltaos, PhD (Alberta)*
Cold regions hydraulics and hydrology, impacts of climate change on river ice processes

*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 systems, transportation

*Habib Chaudhury, PhD (Wisconsin)*
Gerontology, research on personhood in dementia

*John Clague, PhD (British Columbia)*
Earth sciences, quarternary science

*Jon M.S. Corbett, PhD (Victoria)*
GIS, Indonesia

*Yonas Dibike, PhD (Delft)*
Hydro-climatology, hydrology and water resources related environmental studies

*Leslie T. Foster, PhD (Toronto)*
Medical geography

*Hugh French, PhD (Southampton)*
Fluvial and periglacial geomorphology

*James S. Gardner, PhD (McGill)*
Geomorphology, natural hazards and resource management in mountain areas

*John Gibson, PhD (Waterloo)*
Isotope hydrology

*Jim Gower, PhD (Cambridge)*
Remote sensing

*Patrick Hesp, PhD (Sydney)*
Geomorphology, coastal systems

*Ellen Hines, PhD (Victoria)*
Environmental impacts and management of coastal resources

*Christopher A. Houser, PhD (Toronto)*
Coastal geomorphology

*Sophia C. Johannessen, PhD (Dalhousie)*
Ocean optics, carbon cycle, climate change

*Joji Iisaka, Dr Eng (Tokyo)*
Remote sensing, information and data fusion using machine intelligence

*Trudy A. Kavanagh, PhD (Waterloo)*
Environmental impacts, Canadian Rockies

*Leslie A. King, PhD (London School of Economics)*
Natural resources and environmental studies

*Douglas G. Maynard, PhD (Saskatchewan)*
Forestry, soil sustainability

*Theodore McDorman, LLM (Dalhousie)*
International ocean law, fisheries and marine mammals, international marine resources law and policy

*Preston McEachern, PhD (Alberta)*
Water resource management, isotope hydrology and paleohydrology, paleolimnology

*William M. Megill, PhD (British Columbia)*
Biomimetics, coastal ecosystems

*Brian P. Menounos, PhD (British Columbia)*
Geomorphology, quarternary science

*Grant Murray, PhD (Michigan)*
Coastal communities, marine protected areas

*Kurt Niquidet, PhD (Groningen)*
Forestry economics

*Rosemary Ommer, PhD (McGill)*
Economic historical geography

*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

*Eileen Van der Flier-Keller, PhD (Western)*
Sedimentology, geochemistry, marine depositional environments, coal geology

*G. Cornelis van Kooten, PhD (Oregon State)*
Environmental studies and climate, energy, forest, agriculture economics

*Neville N. Winchester, PhD (Victoria)*
Tropical and temperate rainforest ecology/conservation biology

*Stephen A. Wolfe, PhD (Guelph)*
Aeolian geomorphology

*Michael Wulder, PhD (Waterloo)*
Remote sensing, spatial statistics forest inventory, GIS, LIDAR

*Yi Yi, PhD (Wat)*
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

All completed admissions applications received by February 15th are automatically considered for University of Victoria Fellowships. No separate application is necessary. An extensive list of awards is available at the Faculty of Graduate Studies website: <web.uvic.ca/gradstudies/fund/funding.html>.

The department employs a number of teaching assistants, and graduate students are given priority in the assignment of these positions. Assistantships of one, two or three laboratories per week (2, 4 and 6 contact hours) are available. The department may be able to award a limited number of income supplements to teaching assistants subject to availability. Holders of University Fellowships can normally undertake only one lab instructorship.

Individual faculty members may also have research assistantships available for graduate students. Students are encouraged to apply for grants and fellowships from external agencies, including the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences

and Engineering Research Council (NSERC), Canadian Institute of Health Research, and Commonwealth Scholarships. Information on the above is available from the Faculty of Graduate Studies.

## ADMISSION REQUIREMENTS

### General

Admission to the departmental graduate program is normally granted only to students having Honours or Major degrees with first or second class standing in geography (at least a B+ average; 6.00 GPA). Students from the British Isles, for example, are expected to have obtained at least an upper second class Honours degree. A promising student lacking such qualifications may be allowed to make up this deficiency, being required to register as an unclassified student.

As part of the application requirements for graduate programs in Geography, all applicants must submit a brief letter of intent outlining their study background and areas of research interest.

Inquiries concerning the graduate program should be addressed to the Graduate Studies Adviser, Department of Geography via email at: <geograd@mail.geog.uvic.ca>. Further information about the department is available through the department's website: <**www.geog.uvic.ca**>.

Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from Graduate Admissions and Records website: <registrar.uvic.ca/grad/>.

### Deadlines

There are three possible admission dates to the Geography Graduate program: January, May, and September. For May and September admissions, completed applications and supporting documents must be received by February 1. For January admissions, completed applications and supporting documents must be received by October 15. If a student is completing an undergraduate program, a letter of degree completion will be required. Applications received thereafter may be considered, providing space is available, or will be considered for admission on a following admission date.

If a student has successfully completed a core course, or one similar in topic, as part of an earlier degree requirement, that course must be replaced by another of equal unit value. The choice of course must be made in consultation with the supervisory committee. Approval for course replacement is requested via a memo from the Supervisor to the Graduate Adviser stating justification for the request, which must be approved by the Graduate Adviser

## PROGRAM REQUIREMENTS

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis or dissertation. The graduate program does require attendance at formal courses.

If a student has successfully completed a core course topic as part of an earlier degree requirement, that course must be replaced by another of equal unit value, the choice being made in

consultation with the supervisory committee and approved by the Graduate Adviser.

All graduate students are expected to attend a field camp at the beginning of their studies, and to attend the department's colloquium presentations during their residency period.

## Master's - Thesis Option
### Course Requirements
The 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 Advisor.
   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 Advisor.
   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 and as approved by the Graduate Advisor.
   Additional courses may be recommended on advice of the supervisory committee
2. GEOG 693 (3.0) (Candidacy Examination) during terms in which students are preparing for and writing their PhD Candidacy Examinations. PhD students in Geography must sit their Candidacy Exams by 18 months after entry into the program and no sooner than 6 months prior to the final oral examination
3. GEOG 699 (24.0) Dissertation

### Program Length
The term of residency for PhD students is normally three years

## CO-OPERATIVE EDUCATION
Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Research undertaken during the work term is intended to relate to the student's research interest area. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the So-cial Sciences Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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
Department of Germanic and Slavic Studies
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   PO Box 3045
   STN CSC
   Victoria, BC  V8W 3P4
   Canada
Courier Address:
   CLE D243
   3800 Finnerty Road
   Victoria, BC  V8P 5C2
   Canada
Telephone Number:. . . . . . . . . . . 250-721-7316
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Email: geru@uvic.ca
Website: <web.uvic.ca/geru>
Chair: Dr. Peter Gölz
   Email: pgolz@uvic.ca
   Phone:. . . . . . . . . . . . . . . . . . . . 250-721-6329
Graduate Adviser: Dr. Elena Pnevmonidou
   Email: epnev@uvic.ca
   Phone:. . . . . . . . . . . . . . . . . . . . 250-721-7324
Graduate Secretary: Irina Gavrilova
   Email: geru@uvic.ca
   Phone:. . . . . . . . . . . . . . . . . . . . 250-721-7316

## Faculty Members and Areas of Research
*Peter Gölz, PhD (Queen's), Associate Professor*
   Literary theory; contemporary literature; CALL; film; vampires

*Ulf Schuetze, PhD (Brit Col), Associate Professor*
   Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics

*Megan Swift, PhD (Toronto), Associate Professor*
   Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile

*Helga Thorson, PhD (Minnesota), Associate Professor*
   Late 19th and early 20th century literature; German colonialism; women's literature; holocaust studies; foreign language pedagogy; CALL

*Serhy Yekelchyk, PhD (Alberta), Associate Professor*
   Culture and identities in Russia and Eastern Europe; Stalinism; 20th century Ukraine

*Elena Pnevmonidou, PhD (McG), Assistant Professor*
   Classicism and romanticism, literature of the Weimar period and expressionist film, literary theory and gender studies

*Charlotte Schallié, PhD (Brit Col), Assistant Professor*
   20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; ecocriticism

### Associate Members
*John Dingley, PhD (UCLA), Adjunct Professor*
   Russian language, Finnish language, Slavic linguistics, Nordo-Slavic contacts

*Matthew Pollard, PhD (McG), Senior Instructor*
   Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl

*Julia Rochtchina, PhD (Moscow), Senior Instructor*
   Language pedagogy; information technology; e-learning

### Emeritus
*Angelika Arend, D. Phil. (Oxford)*
   Lyric poetry; early 19th century literature; literature and music; German-Canadian literature; Gottfried Benn; Walter Bauer

*Nicholas Galichenko, PhD (McG)*
   Georgian cinema

*Michael Hadley, PhD (Queen's)*
   Studies in religion and society

## Degrees and Specializations Offered
Department offers MA in Germanic Studies.

## 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 ($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/grad**>.

## ADMISSION REQUIREMENTS

### Admission to the Master's Program

All candidates for the degree of MA in Germanic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Slavic Studies.

Students may enter the program in September only. All application materials, including a Letter of Intent offering comment on the applicant's intended course of studies, must be submitted to the Graduate Admissions and Records Office.

Admission to the program normally requires a Bachelor's Degree (Major in German) with a minimum overall average of B+ (6.0 GPA), or a Bachelor's Degree (Major in German) with a minimum average of A- (7.0 GPA) in the final year's work.

## PROGRAM REQUIREMENTS

### Master's - Thesis Option

**Program Requirements**

The MA program in Germanic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

All courses, except GER 501 (Theory and Methodology) are variable in content and may be taken more than once, with departmental permission. At the end of GER 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GER 599).

**Program Length**

The program will normally take two years to complete.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Greek and Roman Studies

## GENERAL INFORMATION

The Department of Greek and Roman Studies offers a two-year program leading to the degree of Master of Arts in Greek and Roman Studies. The program consists of course work and the composition of a thesis. Course work will include study of both Greek and Latin, but the thesis may be written in the areas of classical archaeology, ancient history, and Greek or Latin literature. Prospective students can find further information on the department website: <**web. uvic.ca/grs**>.

### Contact Information

Department of Greek and Roman Studies
Location: Clearihue Building, Room B409
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   Greek and Roman Studies
   University of Victoria
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   Canada
Courier Address:
   Greek and Roman Studies
   University of Victoria
   Clearihue Building B409
   3800 Finnerty Road (Ring Road)
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   Canada
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Fax Number: . . . . . . . . . . . . . . . . . 250-721-8516
Email: jupiter@uvic.ca
Website: <web.uvic.ca/grs>
Chair: Cedric A.J. Littlewood
   Email: calwood@uvic.ca
   Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-8515
Graduate Adviser: Gregory Rowe
   Email: gdrowe@uvic.ca
   Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-8521
Graduate Secretary: Sonja Bermingham
   Email: sberming@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 in Greek and Roman Studies, with specialization in archaeology, history, or languages.

### Facilities

The University's library has much material on ancient Greek and Roman culture; the department also has its own Reading Room with an excellent selection of primary and secondary texts. The department provides computing assistance to graduate students, which supplements the computing facilities available from the University. The department will frequently offer opportunities for students to participate in archaeological excavations in the Near East or Mediterranean, and the department also has a superb slide collection.

### Financial Support

Consideration for financial aid is automatic upon receipt of applications for admission by February 15. Financial aid is available through the competitive University Fellowship to a value $15,000, which may be held for two years, subject to satisfactory performance and full-time enrolment. All eligible applicants are encouraged to and assisted in applying for funding from provincial, federal and external sources; see the information provided by the Faculty of Graduate Studies <**www.uvic.ca/grad**>. Financial assistance for research assistants and teaching assistants is subject to department funding.

## ADMISSION REQUIREMENTS

### General

All applicants must be able to demonstrate a well-rounded, comprehensive knowledge of the ancient Greek and Roman worlds. Applicants should ideally have balanced strength in Greek and Latin, or substantial experience in one language and at least basic competence in the other, and proficiency in reading French, German or Italian. In addition to the documentation required by the Faculty of Graduate Studies (see "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.

September is the normal entry point; we do not normally accept students at any other time of year. Courses at the graduate level, with the exception of the thesis, are not normally offered in the summer.

### Admission to the Master's Program

The basic admission requirement is a four-year bachelor degree with at least a B+ (6.0) GPA in one of the several areas of ancient Greek and Roman Studies. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

Typically between 3-5 students are admitted to the program each year.

## Deadlines

The application deadline for consideration for financial aid, particularly for University of Victoria Fellowships, is February 15. MA applications received after February 15 will be considered, but applicants will not usually be eligible for funding. The application deadline is April 1 for September admission.

## PROGRAM REQUIREMENTS

### Master's – Thesis Option

#### Course Requirements

The Department offers a 15-unit thesis-based program leading to the MA degree. In the first year, candidates will take a full load of course work, choosing three from the following six fields of study for a total of 9 units: Greek Literature (GRS 501, 3.0 units); Greek History (GRS 502, 3.0 units); Latin Literature (GRS 503, 3.0 units); Roman History (GRS 504, 3.0 units); Ancient Art and Archaeology (GRS 505, 3.0 units); and Ancient Philosophy (GRS 506, 3.0 units). Candidates will be examined in their three fields at the end of the year, and achievement of a minimum grade of B+ in all three fields will be expected.

#### Other Requirements

Before graduation, students must demonstrate a reading knowledge of French, German or Italian. The level of proficiency will be equivalent to a B or better in the reading courses (such as GER 390 or FRAN 300) offered by the respective language departments. Students may also fulfil the language requirement by passing the department's written translation examination. Examinations will normally be of two hours duration and may be written with the aid of a dictionary.

#### Thesis

In the second year, candidates will write a thesis (GRS 599), choosing their subject of research from one of the three fields they have studied in the first year. The unit value of the thesis may range from 6 to 9 units but will normally be 7.5 units. The length of the thesis can vary considerably, but it is generally approximately 100 pages. A final oral examination of the thesis will be required.

#### Examination

The examination will be a combination of written and oral.

#### Program Length

The expected completion time for the master's degree is two years. Part-time status may extend this completion time; funding, however, will normally not be available after the second year.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Health Information Science

## GENERAL INFORMATION

The School of Health Information Science has over 25 years of history in health informatics education and research in Canada, and is considered by many a world leader in this field. The research and teaching strengths of the School include the planning, design, implementation, use and evaluation of health information systems in different healthcare settings.

For further information or any updates, please visit the School website: <hinf.uvic.ca>.

### Contact Information

School of Health Information Science
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    Canada
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Website: <hinf.uvic.ca>
Director: Dr. Abdul Roudsari
    Email abdul@uvic.ca
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Graduate Adviser: Dr. Abdul Roudsari
    Email: hisgrad@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6459
Graduate Secretary: Jennifer McWhae
    Email: hisgrad@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6459

### Faculty Members and Areas of Research

*Elizabeth Borycki, PhD (Toronto), MN (Manitoba), HBScN (Lakehead), RN, Assistant Professor*
    Patient Safety; Technology-induced error; Methods to Diagnose Technology-induced Error; Disease Management Systems; Clinical Informatics; Nursing Informatics; Effects of Technology on Workflow; Evaluation of Health Information Systems; Managing Health Information Systems; Health Information Technology Strategy

*Gerhard Brauer, EdD (British Columbia), MA (British Columbia), BA Hons (Victoria), Associate Professor*
    Epidemiology and epidemiology information systems; technology assessment; comparative health care systems; systems analysis; pedagogy; rural health care, health in development; telemedicine, telehealth, etc.; interactive computer graphics in education; program evaluation

*Karen Courtney, PhD (Columbia), MSN (Duke), BSN (N. Carolina), Assistant Professor*
    Telehealth; Chronic disease management; Geriatric health; Nursing Informatics and Health Services Research

*Andre Kushniruk, PhD (McGill), MSc (McMaster), BA (Brock), BSc (Brock), Professor*
    Evaluation of the use and usability of information systems; e-Health and telemedicine; Consumer informatics; Cognitive aspects of decision support systems; Data mining in health informatics; Computerized patient record systems; Evaluation methodologies; Intelligent information filtering; Usability engineering; Knowledge representation; Design of health care user interfaces and human-computer; interaction in complex domains

*Alex M.H. Kuo, PhD (Nottingham, UK), MBA (Taiwan), BSc (Taiwan), Assistant Professor*
    Data Interoperability; Health Database & Data Warehousing; Data Mining Application in Healthcare; e-Health

*Francis Lau, PhD (Alberta), MBA (Alberta), MSc (Alberta), BSc (Alberta), Professor*
    Strategic IT planning for health systems; Electronic health records; Information management and analysis; Impacts of IT in health; Action research; Design, implementation and evaluation of health information systems; Decision support systems; Knowledge management

*Scott Macdonald, PhD (Western Ontario), MA (Toronto), BSc (Victoria), Professor*
    Social Epidemiology of Addictions; Monitoring and Surveillance of Addictions Problems; Relationship Between Substance Use and Abuse with Injuries; Alcohol and Drug Policy

*Abdul Roudsari, PhD (London), MSc (London), BSc (London), Professor and Director*
    Electronic Healthcare; Telecare; e-health

*Omid Shabestari, PhD (London) MD (Tehran), Senior Instructor*
    Secondary use of health data; Business Intelligence; Health System analysis and design; Telemedicine; Health 2.0; Evaluation Research

### Emeritus

*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*

*Bruce Carleton, PharmD (Utah), BPharm (Washington State), Director, Pharmaceutical Outcomes Programme, Children's & Women's Health Centre of BC*

*Michael Downing, MD (Western Ontario), Medical Director, Victoria Hospice Society*

*Chris Eagle, MBA (Western Ontario), MD (Calgary), BSc (Calgary), Professor, Community Health Sciences, UC*

*Marilynne Hebert, PhD (UBC), BSc (Alberta), Assistant Professor, Community Health Sciences, University of Calgary*

*Sandra Jarvis-Selinger, PhD (UBC), MEd (UBC), BEd (Lakehead), HBA (Lakehead), BA (Brock), Educational Research Director, CPD-KT, UBC*

*Malcolm Maclure, SD (Harvard), SM (Harvard), BA (Oxford), Adjunct Professor*

*Nola Ries, LLM (Alberta), MPA (Victoria), LLB (Victoria), BA (Alberta), Adjunct Assistant Professor, UVic*

*Tom Rosenal, MSc (Calgary), MD (Calgary), BSc (Calgary), Professor, Community Health Sciences, University of Calgary*

*Richard Scott, PhD (Calgary), BSc (Plymouth), Associate Professor, Community Health Sciences, University of Calgary*

*Richard Stanwick, MSc (McGill), MD (Manitoba), BSc (Manitoba), Medical Health Officer, Vancouver Island Health Authority*

## 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 9-point scale). Students may not hold another major award (e.g., CIHR) in conjunction with a 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 enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website at:<**registrar.uvic.ca/grad**>. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. There are three entry points for the distributed (online) MSc stream each year in January, May and September, respectively. For the on-campus MSc stream there are entry points in May and September of each year. For the Dual Master of Nursing and Master of Health Informatics Program (distance) there is one entry point, September of each academic year.

### On-Campus MSc Stream (HINF)

Bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT related bachelor's degree will be considered, provided they have passed the 100 and 200 level undergraduate Health Information Science (HINF) courses or their equivalents, as well as have preferably completed one Co-op education term. Those with relevant health IT work experience may have some of the undergraduate course requirements waived.

### Distributed MSc Stream (HI)

This is a distance learning, on-line education program. It typically requires at least two years of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT background, or with less than 2 years of work experience, may be considered on a case-by-case basis.

### Dual MN and MSc Health Informatics

This is a distance learning, on-line education program. It typically requires at least two year of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Applicants to the dual degree option in Nursing and Health Informatics must meet admission criteria for both programs and must apply to both Schools. Application guidelines and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information websites

**A personal resume** should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.

**A letter** describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace, and in what ways will the program improve/change your personal career.

For international students

- If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop are in May. We expect you to return to your country in between these workshops to continue working for your current employer and not to remain in Canada.

Applicants who have not completed a previous degree at a recognized university in Canada, the UK, Australia, New Zealand, or the USA should arrange to take the GRE (Graduate Record Examination: General exam) and submit the results to the Graduate Admissions and Records Office with their applications.

Please note that decisions to waive the GRE requirement are made on an individual basis, after the complete review of an application.

### PhD by Special Arrangement

This is an on-campus PhD program. Applicants must hold a relevant Master's degree to apply.

### Deadlines

For the distributed (online) MSc stream the deadlines for Canadian applications are October 31 for January entry, February 28 for May entry, and May 31 for September entry. For international applications the deadlines are April 15 for January entry, September 15 for May entry, and December 15 for September entry. For the on-campus MSc stream and the PhD by special arrangement the deadlines for Canadian applications are January 15 for both September and May entry. For international applications the deadlines are December 15 for September entry and September 15 for May entry.

## PROGRAM REQUIREMENTS

The program is designed as an intensive 2-year program.

### 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.

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 580 ; HINF 503; HINF Electives

**Year 2:**

HINF 599; HINF Electives

## Distributed Stream Sample Model Program – Thesis Option*:

**First Year**
- Jan-Apr: HINF 599, Elective
- May-August: HINF 599 cont'd, HINF 503, Elective, Workshop 1**
- Sept-Dec: HINF 599 cont'd, HINF elective

**Second Year**
- Jan-Apr: HINF 599 cont'd, Elective
- May-August: HINF 599 cont'd, Elective
- Sept-Dec: HINF 599 cont'd, Elective

*\* Based on January Entry*
*\*\* Workshops: 2 weeks in year 1 at UVic. The workshop is part of two 1.5 credit courses and is on-campus (subject to change).*

## Distributed Stream Sample Model Program – Research Project Option*:

**First Year**
- Jan-Apr: HINF 598, Elective
- May-August: HINF 598 cont'd, HINF 503, Elective
- Sept-Dec: HINF 598 cont'd, HINF elective, HINF Elective

**Second Year**
- Jan-Apr: HINF 598 cont'd, Elective
- May-August: HINF 598 cont'd, Elective, Elective
- Sept-Dec: HINF 598 cont'd, Elective

*\* Based on January Entry*
*\*\* Workshops: 2 weeks in year 1 at UVic. The workshop is part of two 1.5 credit courses and is on-campus (subject to change).*

## 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 Degrees Option

The Double Degrees 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 student's current employment setting.

### Required core APN courses (6.0 units)

| | |
|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |
| NURS 565 (0.5) | Trends and Issues in Advanced Practice Nursing (one) |
| NURS 566 (0.5) | Trends and Issues in Advanced Practice Nursing (two) |
| NURS 567 (0.5) | Trends and Issues in Advanced Practice Nursing (three) |
| 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 workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a

work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Health Information Science Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

Master's students in the double degrees option must complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions.

# Hispanic and Italian Studies

## GENERAL INFORMATION

The Department of Hispanic and Italian Studies offers a Master of Arts program with two streams: a "Hispanic Studies" stream and one in "Hispanic and Italian Studies."

The "Hispanic Studies" stream reflects the interdisciplinary nature of the department, which comprises studies in Peninsular Spanish and Latin American Studies.

The "Hispanic and Italian Studies" stream reflects the above, but also includes the Italian component of the department, particularly in the area of Medieval to Renaissance Italian Literature, which strongly influenced Peninsular Spanish Literature both of the Middle Ages and the Golden Age.

Research and teaching strengths include the Italian Middle Ages, the Spanish Middle Ages, the Spanish Golden Age, Colonial and 19th Century Latin American Literature, and 20th Century Latin American Literature to the present.

### Contact Information

Department of Hispanic and Italian Studies
Location: Clearihue Building, Room B441
Mailing Address:
    P.O. Box 3045, STN CSC
    Victoria, B.C. V8W 3P4
    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: <web.uvic.ca/hispanital>
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

*Beatriz de Alba-Koch, PhD (Princeton)*
Colonial and nineteenth-century Spanish American literature, especially Mexico

*Lloyd H. Howard, PhD (Johns Hopkins)*
Italian literature of the 13th and 14th centuries, especially Dante

*Pablo Restrepo-Gautier, PhD (British Columbia)*
Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies

*Dan Russek, PhD (Chicago)*
Modern and contemporary Latin American literature, literature and visual arts

### Degrees and Specializations Offered

The Department of Hispanic and Italian Studies offers programs leading to the degrees of Master of Arts in Hispanic Studies and Master of Arts in Hispanic and Italian Studies, both in a thesis and non-thesis option.

### Facilities

Department Research Library.

### Financial Support

Each year, entering students are eligible for a University Graduate Fellowship of $10,000 to $15,000 per year, tenable for two years. Qualified students entering the program may be hired as teaching assistants with funds available for up to two courses annually to be taught by graduate students at a value of approximately $5,000 per course. Eligible students are encouraged to apply for funding from provincial, federal and external sources.

## ADMISSION REQUIREMENTS

### General

All candidates for these degrees must meet all the general requirements of the Faculty of Graduate Studies as well as the specific requirements of the Department of Hispanic and Italian Studies.

Students may be admitted commencing September only of each year. Graduate course offerings in the summer period are limited.

In addition to the documentation required by the Faculty of Graduate Studies (see "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 non-thesis programs requires a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies or equivalent) with a minimum overall average of B+ (6.0 GPA) or a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies) with a minimum average of A- (7.0 GPA) in the final year's work. Students with background deficiencies in Hispanic Studies or, if relevant, Italian Studies will be required to make up courses before being admitted to the MA program. Candidates must satisfy the department that in addition to Spanish and English, they have a reading knowledge of another language relevant to their degree program.

### Deadlines

Applications must be received in the Graduate Admissions and Records Office by February 15. International applicants are advised to apply earlier.

## PROGRAM REQUIREMENTS

The department offers two options towards the MA in both Hispanic Studies and Hispanic and Italian Studies, each composed of 15 units of graduate credit.

The following core courses are required of all students: 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.

### Master's - Thesis Option

The thesis option is by invitation of the departmental Graduate Committee.

#### Course Requirements

9 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 3 units of graduate-level courses within the department, and a further 1.5 unit graduate-level course from within the department or from outside (with the approval of the department)

#### Thesis

SPAN 599 (6 units): Master's Thesis and Oral Examination

#### Program Length

1.5 to 2 years.

### Master's Non-Thesis Option

#### Course Requirements

12 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 6 units of graduate-level courses within the department, and a further 1.5 unit graduate-level course from within the department or from outside (with the approval of the department)

#### Final Project

SPAN 598 (3 units): Master's Essay and Oral Examination

#### Program Length

1.5 to 2 years.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are

applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# History

## GENERAL INFORMATION

The Department of History offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student's supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Thesis MA and PhD students complete and defend a thesis or dissertation; non-thesis MA students complete an extended research paper.

## Contact Information

Department of History
Location: Clearihue B245
Mailing Address:
    University of Victoria
    PO Box 3045 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. Perry Biddiscombe
    Email: perrybid@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-6121
Graduate Secretary: Heather Waterlander
    Email: histgrad@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7384

## Faculty Members and Areas of Research

*Robert S. Alexander, PhD (Cambridge)*
    Modern France; 19th century Europe; political history

*Sara Beam, PhD (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)*
    Native-newcomer relations; New France; colonial Americas

*Simon Devereaux, PhD (Toronto)*
    18th and 19th century British legal and cultural history, criminal administration and empire

*M.L. (Mariel) Grant, DPhil (Oxford)*
    20th century Britain

*Timothy S. Haskett, PhD (Toronto)*
    Medieval social and legal history, medieval England

*Mitchell Lewis Hammond, PhD (Virginia)*
    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 history; religious and social history

*Andrea McKenzie, PhD (Toronto)*
    17th and 18th century English social, cultural and legal history

*Christine O'Bonsawin, PhD (Western Ontario)*
    Indigenous Studies; sport history

*John Price, PhD (British Columbia)*
    Modern Japanese; Asian history

*Richard Rajala, PhD (York)*
    British Columbia, environmental, labour

*Andrew Rippin, PhD (McGill)*
    Formative period of Islamic civilization

*Eric W. Sager, PhD (British Columbia)*
    Family history, social and economic history

*Thomas J. Saunders, PhD (Toronto)*
    Modern Germany; 20th century European culture

*Oliver Schmidtke, PhD (European University Institute)*
    Modern Germany; immigration

*Jordan Stanger-Ross, PhD (Pennsylvania)*
    Canadian/American urban history; immigration, race/ethnicity; poverty and economic inequality in Canada

*Elizabeth Vibert, DPhil (Oxford)*
    British colonial and Canadian history; gender, race and cultural history

*Jillian Walshaw, PhD (York)*
    18th century France

*Wendy Wickwire, PhD (Wesleyan)*
    Oral history; First Nations history

*Paul Wood, PhD (Leeds)*
    Early modern science; The Enlightenment

*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 February 1st. Other students should conform to the deadlines set by the Faculty of Graduate Studies. Late applications may be considered if space is available.

Admission is on a competitive basis. Not all students who meet the requirements will be admitted. The History department normally admits a total of 15-20 MA and PhD students each year.

### PROGRAM REQUIREMENTS

All programs must be approved by the Graduate Adviser to insure balance and focus in the program of each student.

With the written permission of the Graduate Adviser, students may take a graduate course in another department if this is appropriate for their program.

All candidates for the MA and PhD degrees must demonstrate a reading knowledge of a second language acceptable to the department in order to qualify for graduation. This will normally be a language relevant to the student's research interests. The level of proficiency expected will be equivalent to a B or better in the reading courses (such as GER 390 or FRE 300) offered by the respective language departments. Students may also fulfill the language requirement by passing the department's written translation examination. Examinations will normally be of two hours duration and may be written with the aid of a dictionary. The examination will normally be administered in September and March. New students are strongly urged to take their language examination in the fall in order, if necessary, to enrol in a language course. Students who fail a language examination, may be required to take formal language instruction before writing another examination.

Note: Students will not be permitted to defend their theses until they have satisfied this language requirement.

Not all of the History graduate courses listed in the calendar will be offered in a particular year. All courses are variable content. With department permission, HIST 501 to 591 may be taken more than once. Students should consult the department concerning specific content of the courses offered in any given year.

### MA Program

The History department offers both a thesis MA and a non-thesis MA. In both programs, students must take HIST 500 (Historiography) and

4.5 units of graduate History courses including at least 1.5 units in a topical field (e.g., HIST 510 to 526) and 1.5 units in a geographical field (e.g., HIST 501A to 509B). In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HIST 599 (thesis); students in the non-thesis option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HIST 550 and HIST 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.

### MA – Thesis Option
#### Course requirements (Unit Values)

| | |
|---|---|
| HIST 500 | 1.5 |
| Geographical Field Course | 1.5 |
| Topical Field Course | 1.5 |
| Geographical or Topical Field Course | 1.5 |
| Thesis | 9.0 |
| Total | 15.0 |

#### Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

#### Thesis

The thesis length must be between 70 and 120 typed pages.

#### Program Length

The thesis MA is designed to be completed in two years.

### MA – Non-Thesis
#### Course Requirements (Unit Values)

| | |
|---|---|
| HIST 500 | 1.5 |
| HIST 550 | 1.5 |
| Geographical Field Courses | 3.0 |
| Topical Field Course | 1.5 |
| Geographical or Topical Field Course | 1.5 |
| Major Research Paper | 6.0 |
| Total | 15.0 |

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

#### Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HIST 550. The major research paper must be 40-45

typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. This paper will not be subject to oral defense.

#### Program Length

The non-thesis MA is designed to be completed in one year.

### PhD Program

The PhD program will normally require one year of course work beyond the master's degree and reading for three comprehensive fields. The fields will be examined by a combination of written and oral evaluations. The comprehensive exams, including the reading process, are organized under the rubric of HIST 693.

The degree requires the equivalent of 7.5 units of graduate geographical or topical field courses including HIST 500. A student who has completed HIST 500 or its equivalent at the MA level will not be required to take HIST 500.

Normally, students will take 3 units of course work in their major area of geographical interest. This will be the basis of the major field for the comprehensive examination. The geographical field courses are designed to cover major historiographical issues over a broad chronological period, within the various geographical areas: Canadian, British, American, European, Chinese, Japanese and World.

In addition to the 3 units of major geographical field courses (courses numbered HIST 501A to 509B), students will take either an additional 1.5-unit geographical field course and a 1.5-unit topical field course, or two 1.5-unit topical field courses (courses numbered HIST 510 to 526). In special circumstances students may be able to define a topical field as the major field for the comprehensive examination. Approval from the supervisor and Graduate Adviser is required.

Topical field courses examine the secondary literature on a significant theme, such as social, military, intellectual/cultural, family, women's, Native, gender, religious, colonial, world, or maritime history. Topical field courses cover various geographical areas and chronological periods and will relate to particular themes to be pursued in the PhD thesis. Students who choose to take two 1.5-unit topical field courses must select at least one whose subject matter is largely outside their major area of geographical interest. In appropriate cases and with the approval of the Graduate Adviser, students may take 1.5 units of courses in another department.

In the 1.5-unit geographical field and topical field courses, a historiographic paper of 20-25 pages will be required, although with the instructor's permission a student may opt to write a paper based on primary sources.

The geographical field courses and topical field courses will help prepare students for the comprehensive written and oral examinations. Once students complete their required slate of geographical and topical field courses, they are required to register in HIST 693, which covers the preparation and completion of the comprehensive exams. Readings for the comprehensive examinations will be broader than the course work and will be determined by the student and his/her advisers. The 3-unit geographical field

course will be the basis of the major field for the comprehensive examinations, and the two 1.5-unit courses will be the basis for the two minor fields.

Before registering in HIST 693, the student must pass all required geographical and topical field courses with at least a B+ average. A student may repeat comprehensive examinations one time only.

Within three months after completing HIST 693, students must submit a short historiographical report on their dissertation topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by seven months following the completion of the comprehensive examinations, 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 term in which the meeting occurred. Terms in which the student is withdrawn are not included in calculating this deadline.

In certain cases, requirements in addition to those already mentioned may be called for. The student and the student's supervisory committee will work out these requirements.

### Course Requirements (Unit Values)

| | |
|---|---|
| HIST 500 | 1.5 |
| Geographical Field Courses | 3.0 |
| Geographical or Topical Field Course | 1.5 |
| Topical Field Course | 1.5 |
| HIST 693 | 3.0 |
| Thesis | 27.0 |
| Total | 37.5 |

### 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 104.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# History in Art

## GENERAL INFORMATION

### Contact Information

Department of History in Art
Location: Fine Arts Building, Room 151
Mailing Address:
University of Victoria
Department of History in Art
PO Box 1700
Victoria, BC  V8W 2Y2
Canada
Courier Address:
University of Victoria
Department of History in Art
Fine Arts Complex, Room 151
3800 Finnerty Rd
Victoria, BC  V8W 2Y2
Canada
Telephone Number: . . . . . . . . . . . 250-721-7942
Fax Number: . . . . . . . . . . . . . . . . . 250-721-7941
Email: dkowalyk@uvic.ca
Website: <finearts.uvic.ca/historyinart/>
Chair: Dr. Catherine Harding
email: charding@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7940
Graduate Adviser: Dr. Marcus Milwright
email: mmilwrig@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-6302
Graduate Secretary: Debbie Kowalyk
email: dkowalyk@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7942

### Faculty Members and Areas of Research

*Allan Antliff, PhD (Delaware)*
Modern American and European art, Contemporary art, Anarchist studies

*Evanthia Baboula, DPhil, (Oxford)*
Material & Visual Culture, Northeast Mediterranean

*Carolyn Butler-Palmer, PhD (Pittsburgh)*
Modern & Contemporary Art of the Pacific Northwest

*Erin Campbell, PhD (Toronto)*
Early Modern European Art

*Catherine Harding, PhD (London)*
Late Medieval/Early Italian Renaissance art history

*Kathlyn Liscomb, PhD (Chicago)*
Chinese art, art theory, and art historiography

*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; Iranian 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), 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, GER 390, or 3 units of FRAN 155 and above (excluding FRAN 160, 161, or 165). A Grade Point Average of at least 4.0 (B-) is necessary. In special circum-

stances, students may request permission to take a translation examination administered by the department.

## PhD Program

### Course Requirements

The PhD program normally consists of a minimum of 39 units, with a course work component of 6 units (4 seminars). Those who enter the HA department as PhD students must take HA 601 as part of their required course work, unless they have credit for HA 501. Those who completed HA 501 and 509 as MA students in the department must take HA 609 and 4.5 units (3 seminars). There is a required 3-unit Candidacy Preparation (HA 693, which must be passed within 3 years of registration in the candidacy (HA 693), before registration is permitted in HA 699), and a 30-unit Dissertation (HA 699). The course work taken in addition to HA 501/601 and 609 should be directly related to the student's particular areas of art historical interest, but may be taken outside the department in acknowledgement of the interdisciplinary nature of much art historical research work.

### Candidacy

Normally students will complete their course work in the first Winter Session and begin registering for the Candidacy Preparation in their first Summer Session.

### Other Requirements

PhD candidates will be required to demonstrate a good reading knowledge of at least two languages other than English which are appropriate to their area of study. In addition, they will be required to demonstrate a working knowledge of any additional languages which may be deemed by their supervisory committee to be essential for the successful completion of the dissertation. Substantial fieldwork is expected of all PhD candidates.

### Oral Examination

The oral examination for the dissertation may not take place until all language requirements have been satisfied.

### Program Length

A student normally should expect to spend at least two years of academic work to obtain a master's degree and at least 3 years to obtain a PhD. A minimum of 5 full fee installments is required for a Master's degree and 7 full fee installments are required for a PhD. All requirements for a master's degree must be completed within 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 apply-

ing. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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: Mick Scow
    Email: igov@uvic.ca
    Phone:..................... 250-721-6438

### Faculty Members and Areas of Research

*Taiaiake Alfred, Chair, Indigenous Governance and Human and Social Development, PhD (Cornell)*
Specialization in leadership, warriorism, cultural restoration, and political thought.

*Jeff Corntassel, Associate Professor, Indigenous Governance, PhD (Arizona)*
Specialization in Indigenous political movements, community resurgence, global Indigenous rights discourse, and sustainable self-determination.

*Waziyatawin, Indigenous Peoples Research Chair and Associate Professor, Indigenous Governance, PhD (Cornell)*
Specialization in Indigenous peoples and decolonization strategies, women and resistance, traditional knowledge recovery, and global collapse.

### Local Indigenous Advisory Council

*Charles Elliott, Tsartlip*

*Myrna Crossley, Lekwungen*

*Cheryl Bryce, Lekwungen*

### 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.

The Master of Arts in Indigenous Governance is an interdisciplinary program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding government and politics among Indigenous peoples, with a special emphasis on the nature and context of Indigenous governments in Canada.

### Admission To Master's Programs

Faculty of Human and Social Development offers a full-time program of studies leading to the degree of Master of Arts in Indigenous Governance. The Program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy making roles, or to continue their academic careers in a variety of fields including social science and history, law or native studies.

Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications with an academic standing acceptable to Indigenous Governance and the Faculty of Graduate Studies. Admission generally requires at minimum a very high second class standing (B+) in the two final years of the undergraduate degree.

### Deadlines

Please note the following application deadlines for September admission:
• January 15: application deadline
• January 31: document deadline

All applications received by the application deadline that meet the minimum GPA requirements will automatically be considered for Fellowship funding.

Applications and documentation received after the deadline may be accepted by the Graduate Admissions and Records Office, but there is *no guarantee* that the application will be processed and evaluated in time for a decision for the desired entry point. Applicants who submit application forms or documentation after the deadlines do so at their own risk. Application Fees will not be refunded.

## PROGRAM REQUIREMENTS

The 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 member to help guide the student's research and support professional development.

#### IGOV Elective Courses (1.5 units required)

| | | |
|---|---|---|
| IGOV 560 | (1.5) | Indigenous Peoples and Globalization |
| IGOV 570 | (1.5) | Indigenous Women and Resistance |

Students must take an additional graduate level course selected from among IGOV electives or approved courses in related fields of study with permission on a case-by-case basis, of the relevant Faculty, the student's supervisor and the Graduate Adviser.

#### Community Governance Project (4.5 or 6.0 units*)

Projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in an Indigenous context. They also serve a crucial function for affiliated communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's governance capacity.

Community governance project interns will work on a designated research or policy development project for the summer semester in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internships placement must be approved by the Director, and will typically involve ten hours of work per week in the community and the completion of a comprehensive report based on the internship experience. Before registering in a Community Governance Project, a student must have completed all core courses (IGOV 520, 530, 540, and 550) as well as their elective.

*Note: Only Students who have entered the Master's program prior to September 2009 need to register in the 6.0 unit section of IGOV 598 (requires permission of the department). Students who start their MA program on or after September 2009 need to register in the 4.5 unit section of IGOV 598.*

### Oral Examination

An oral examination is required upon completion of the internship and should encompass content from coursework, research papers, and the Community Governance Project.

### Program Length

The Master's is designed to be completed in one calendar year although some students will complete in 18-24 months.

---

# Interdisciplinary Graduate Programs

## GENERAL INFORMATION

### Contact Information

Faculty of Graduate Studies
Location: University Centre, second floor, Room A255
Mailing Address:
    Faculty of Graduate Studies
    University of Victoria
    PO Box 1700 STN CSC
    Victoria, BC  V8W 3P2
Courier Address:
    Faculty of Graduate Studies
    3800 Finnerty Road
    University Centre, Room A255
    Victoria, BC  V8P 5C2
Telephone Number: . . . . . . . . . . . 250-721-7970
Fax Number: . . . . . . . . . . . . . . . . . . 250-721-8957
E-Mail: fgssec2@uvic.ca
Website: <web.uvic.ca/gradstudies>
Dean: Dr. Aaron H. Devor
    E-Mail: graddean@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-721-7970
Interdisciplinary Graduate Adviser:
Dr. Deborah Begoray
    E-Mail: intdadv@uvic.ca
    Phone: . . . . . . . . . . . . . . . . . . . . . 250-472-5209
INTD Assistant: Jennifer Shelbourn
    E-Mail: fgssec1@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 Interdisciplinarity?

Interdisciplinarity 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.  Student may undertake an individual interdisciplinary studies program to pursue interdisciplinary research in an area that has not been formally approved as a regular graduate degree program by the University of Victoria Senate. A unique proposal can be approved 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 Advisor 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 pro-

gram 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

The degree program may be negotiated by the members of the supervisory committee, but it must conform to all regulations of the Faculty of Graduate Studies. The supervisory committee must conform to regulations concerning supervisory committees. Any changes to a degree program or supervisory committee must be made in writing and approved by the Associate Dean of Graduate Studies.

### Program and Course Designation

The student's official record will indicate the program as "Interdisciplinary." The degree program can consist of appropriate INTD courses as listed below as well as regular courses from other academic units.

- INTD 580[1] (1.5-3.0): Directed Studies
- INTD 599[2] (4.5-12.0): Thesis
- INTD 680[1] (1.5-3.0): Directed Studies
- INTD 693[2] (3.0): Candidacy Examination
- INTD 699[2] (15.0-30.0): Dissertation

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

### Candidacy Exams

The candidacy exam is intended to demonstrate a student's knowledge of his or her field of study, the viability of the proposed dissertation topic and the student's ability to undertake the research. All students registered in the Interdisciplinary PhD program are required to successfully complete a candidacy examination. The candidacy exam includes both a written and oral component. The format of the examination may vary based on the specific circumstances. The written component is intended to provide a foundation for the future research project. To that end, the format of the written component will include two or more papers outlining the scholarly context and relevant research methodology or a plan outlining the proposed research for the PhD dissertation that includes a summary of relevant existing research and literature and a bibliography. Alternative models for the written component of the exam, if deemed necessary, will normally be decided upon during the first semester of the student's registration.

The papers and oral component will be evaluated on a pass/fail basis by the PhD supervisory committee. In the event the student does not pass one or both of the components the student is afforded one additional opportunity to successfully pass both components within three of months of the original oral exam date.

The co-supervisors, along with the student, will determine if INTD 693 (Candidacy Examination) will be a pre- or co-requisite to INTD 699 (Dissertation). As well, the time limit for completion of candidacy will be determined at the beginning of the program. If the time limit is other than the Faculty of Graduate Studies policy of 36 months, it will be the responsibility of the home academic unit to keep track of this time limit.

### Program Length
Master's degrees 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/polisci/cspt>
Director: Dr. Nicole Shukin
  Email: csptdi@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 examination within the field of cultural, social and political thought.
- At least 4.5 units of other courses at the doctoral level, approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.
- A second candidacy examination in a field approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.
- A dissertation worth 30 units on an approved topic within the field of cultural, social and political thought, under the direction of a supervisory committee including at least two participating CSPT faculty members.

# Law

## GENERAL INFORMATION

### Contact Information
Faculty of Law
Location: Murray and Anne Fraser Building, Room 102
Mailing Address:
  Faculty of Law, University of Victoria
  P.O. Box 2400, STN CSC
  Victoria, B.C. V8W 3H7
  Canada
Courier Address:
  Room 102, Murray and Anne
  Fraser Building
  McGill Road
  University of Victoria
Telephone Number:. . . . . . . . . . . 250-721-8913
Fax Number:. . . . . . . . . . . . . . . . . 250-721-8146
Email: gradlaw@uvic.ca
Website: <www.law.uvic.ca/grad>
Dean: Professor Donna Greschner
  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

*Benjamin L. Berger, JSD (Yale) – On leave*
Constitutional law and theory, criminal law and theory, law and religion, law and the humanities, law and society, cultural studies, legal history

*Gillian Calder, LLM (Osgoode)*
Constitutional law, feminist legal theory, social benefits law, family law, performance and law

*Jamie Cassels, QC, LLM (Columbia)*
Contracts, legal theory, remedies

*M. Cheryl Crane, LLM (Cambridge)*
Employment law, administrative law

*Deborah L. Curran, LLM (California, at Berkley)*
Hakai Professor in Environmental Law and Sustainability. Water law, growth management and land use law, food systems, and the common ownership of property

*Maneesha Deckha, LLM (Columbia)*
Feminist legal theory, posthumanism, animal ethics, postcolonialism, critical race theory, bioethics, law and culture, law and society

*Gerry 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. Lansdowne 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, BCL (Oxford)*
Dean of Law and professor. Constitutional law, comparative constitutional law, equity rights, health-care law, legal theory

*Andrew J. Harding, PhD (Monash)*
Director of the Centre for Asia Pacific Initiatives (CAPI). Professor of Asia Pacific Legal Relations. Law and society in South-east Asia, comparative public law, law and development, environmental law

*James C. Hopkins, LLM/ITP (Harvard)*
National Aboriginal Economic Development Chair. Aboriginal law, business law, economic development

*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 (York)*
Pension provision and regulation, feminist political economy, debtor and creditor relations, social welfare law, bankruptcy and insolvency, corporate and market regulation, feminist legal theory

*Hester A. Lessard, LLM (Columbia)*
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) – On leave*

Public international law, international trade law, international ocean and environmental law and private international law (conflicts of law), environmental law, comparative Asian law

*John McLaren, 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

*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

*James Tully, PhD (Cambridge)*

Distinguished Professor of Political Science, Law, Indigenous Governance, and Philosophy. Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights

*Mary Anne Waldron, QC, LLM (UBC)*

Real estate law, plain language research

*Jeremy Webber, LLM (Osgoode)*

Canada Research Chair in Law and Society. Law and society, cultural diversity, constitutional law and theory, Aboriginal rights

## 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. Students are required 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+ (6.0 G.P.A.) in the final two years of that law degree program. The normal minimum for admission to the PhD de-

gree will be an average of A- (7.0 G.P.A.) in graduate courses.

For international students whose first language is not English a TOEFL minimum score of 600 (paper based) or 100 (internet based) is required.

### Admission to the Master's Program

Applicants for the LLM program are required to submit a curriculum vitae and an LLM Statement of Intent (one page maximum) indicating areas of research interest. This will assist in the assessment of the application and ensure that the student's areas of interest can be accommodated by the program.

### Admission to the PhD Program

Applicants for the PhD program are required to submit a curriculum vitae and a full dissertation proposal (five-page maximum) for assessment in the admissions process, although this proposal may be revised during the student's candidacy in the program. Also required is a sample of the applicant's research writing, e.g. a completed segment of a master's thesis or published article.

### Deadlines

The application deadline for September entry is January 31. For applicants who hold any post-secondary documents from academic institutions outside of Canada, however, the deadline is December 15. Applications are reviewed by the Graduate Admissions and Records Office and then by the Law Graduate Studies Committee. 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 includes two options - one (the Thesis Option) emphasizing the thesis with a reduced coursework component, and the other (the Non-Thesis or Coursework Option) requiring a less demanding major research paper and more extensive coursework. Both options are rigorously interdisciplinary and require full-time registration in the program 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 non-thesis LLM.

All students are required to enrol in the core Graduate Seminar in Law and Society (Law 501) and the Graduate Seminar in Applied Legal Methodology (Law 502). Students are also required to take at least one graduate course in a non-Law discipline germane to their research. The balance of their course requirements will be made up from Law graduate, non-Law graduate, and upper-level Law undergraduate courses (students will not, however, be permitted to take for graduate credit a course which they have already taken—either here or at another university—for undergraduate credit).

### LLM – Thesis Option
### Course Requirements

| Thesis Option | |
|---|---|
| Graduate Seminar in Law and Society (LAW 501) . . . . . . . . . . . . . . . . . . . . . . | 1.5 |

Graduate Seminar in Applied Legal
Methodology (LAW 502). . . . . . . . . . . . . . . . . . . 1.5

Graduate (non-Law) seminar . . . . . . . . . . . . . 1.5

Other (Law courses and/or other non-Law
courses) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5

Thesis (LAW 599) . . . . . . . . . . . . . . . . . . . . . . . . . 9.0

Total:. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15.0

### Other Requirements

The minimum residency period for the LLM
program is three terms (twelve consecutive
months).

### Thesis

Students' theses will be supervised by one Law
and one non-Law faculty member (subject to appropriate supervisory resources being
available).

The length of the LLM thesis is generally 80–120
pages, excluding the Abstract, notes, bibliography, and appendices.

### Oral Examination

There is no oral examination. The LLM thesis is
evaluated by an external examiner.

## LLM - Non-Thesis Option

### Course Requirements

| Non-Thesis Option | |
|---|---|
| Graduate Seminar in Law and Society (LAW 501) | 1.5 |
| Graduate Seminar in Applied Legal Methodology (LAW 502) | 1.5 |
| Graduate (non-Law) seminar | 1.5 |
| Other (Law courses and/or other non-Law courses, with no more than 3 units at the Undergraduate level) | 4.5 |
| 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 one non-Law supervisor with a supervisory committee of three (the co-supervisors
and one other faculty member).

### Course Requirements

| With an LLM (or equivalent) | |
|---|---|
| Graduate Seminar in Law and Society (LAW 501) | 1.5 |
| Graduate Seminar in Applied Legal Methodology (LAW 502) | 1.5 |
| 2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each) | 3.0 |
| PhD Candidacy Examination (LAW 693) | 3.0 |
| Dissertation | 21.0* |
| Total | 30.0 |

*\* minimum*

| Without an LLM (or equivalent) | |
|---|---|
| Graduate Seminar in Law and Society (LAW 501) | 1.5 |
| Graduate Seminar in Applied Legal Methodology (LAW 502) | 1.5 |
| Graduate (non-Law) seminar | 1.5 |
| Other (Law course and/or other non-Law course) | 1.5 |
| PhD Candidacy Examination (LAW 693) | 3.0 |
| Dissertation | 36.0 |
| Total | 45.0 |

### Other Requirements

The minimum residency requirement for the
PhD program is three terms (12 consecutive
months).

### Dissertation

The dissertation is expected to be of the highest
possible calibre, potentially publishable, and
should be 250–350 pages (excluding the Abstract, notes, bibliography, and appendices).

### Oral Examination

The PhD dissertation must be defended in an
oral examination.

# Linguistics

## GENERAL INFORMATION

Members of the Department of Linguistics teach
and conduct research on topics in phonology,
morphology and syntax; indigenous languages
of North America and the Pacific Rim; applied
linguistics; articulatory and acoustic phonetics;
and sociolinguistics. Further information can be
found on our website at: <**web.uvic.ca/ling**>.

### Contact Information

Department of Linguistics
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Website: <www.uvic.ca/ling>
Chair: Dr. John Esling
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Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7424
Graduate Adviser: Dr. Hua Lin
Email: linggrad@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6643
Graduate Secretary: Jenny Jessa
Email: jessa@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7424

## Faculty Members and Areas of Research

*John Archibald, PhD (Toronto)*
Second language acquisition; phonological
acquisition; phonological theory

*Sonya Bird, PhD (Arizona)*
Phonetics and phonology interface; Salish
languages; Athabaskan languages

*Ewa Czaykowska-Higgins, PhD (MIT)*
Theoretical phonology and morphology;
Salish languages; language revitalization;
Slavic languages

*Alexandra D'Arcy, PhD (Toronto)*
Language variation and change;
sociolinguistic theory; historical
sociolinguistics; grammaticalization

*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

*Hua Lin, PhD (Victoria)*
Second language phonetics and phonology;
phonology; Chinese linguistics

*Martha McGinnis, PhD (MIT)*
Syntactic theory; comparative linguistics;
syntactic interfaces with morphology and
semantics

*Hossein Nassaji, PhD (Toronto)*
Applied linguistics; second language
acquisition; discourse analysis; second
language literacy

*Leslie Saxon, PhD (California, San Diego)*
Syntax; morphology; comparative and
historical linguistics; Athabaskan/Dene
languages; language revitalization

*Suzanne Urbanczyk, PhD (Massachusetts, Amherst)*
Theoretical morphology and phonology;
Coast Salish languages; language
revitalization

*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 Competency Requirement", 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.

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+ (6.0 GPA) in the final year's work. Students without the necessary background in Linguistics may be considered for admission upon completion of LING 410A and/or LING 440 or equivalent with First Class standing.

### Admission to the PhD Program

Applicants for admission to the PhD program will normally hold a master's degree in Linguistics with an A- average (7.0 GPA) on master's level course work. Applicants should submit one representative piece of written work, often the MA thesis or part of it. See also "Faculty Academic Regulations", page 25.

### Deadlines

All domestic applications must be complete by January 15 for admission the following September. International applications must be complete by December 15, one month earlier. Applications submitted by these deadlines are considered for the Graduate Fellowships, which are awarded to incoming students each year by the University, and for other sources of funding within the department.

## PROGRAM REQUIREMENTS

### Requirements Common to All Graduate Degrees in Linguistics

The programs of all graduate students in linguistics include course requirements, a language requirement, a requirement to present an aspect of their work at a conference or colloquium, the completion of a thesis or dissertation, and a final oral examination. In addition, all programs require that students make a major research paper/thesis/dissertation proposal to the supervisory committee and in the case of a thesis or dissertation, present it to the University in its final form.

### MA in Applied Linguistics Program Requirements

The department offers two 15-unit programs, one with thesis and the other without, leading to the MA in Applied Linguistics degree. The programs are designed to provide advanced graduate training in theories and research in the areas of second language acquisition (SLA) and the practice of second language teaching methodology.

Course Requirements in both the thesis and the non-thesis option include the following:

**Two core courses in applied linguistics:**
LING 574 and LING 575 . . . . . . . . . . . . . . . . . . . . 3.0
**Two core courses in linguistics:**
Syntax (LING 410A or LING 503) . . . . . . . . . . . . 1.5
Phonology (LING 438, 440 or LING 505) . . . . . 1.5
**Three units of electives in the thesis option and six in the non-thesis option, drawn from the following courses:**
LING 500, 504, 509, 531, 570, 572, 573, 576, 577, 586, 592, 595, 596

Non-thesis students may include 1.5 units from relevant courses in other departments determined in consultation with the student's supervisor.

Non-thesis 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 non-thesis MA in Applied Linguistics in one to two years.

Students in the thesis program are expected to complete it in two years.

### MA Program Requirements

The department offers a 15-unit thesis-based program leading to the MA degree. The program is designed to give students the opportunity to specialize in the area of their thesis while also providing them with the essential tools for linguistic analysis.

### Course Requirements

The MA degree requires 9 units of course work plus thesis:
LING 503 and LING 505 . . . . . . . . . . . . . . . . . . . . 3.0
Three other graduate-level courses . . . . . . . . . 4.5
One other course at the 300, 400, or 500 level. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
Thesis (LING 599) . . . . . . . . . . . . . . . . . . . . . . . . . 6.0

Students without the equivalents of LING 410B and/or LING 441 in their undergraduate program will have these courses added to their requirements.

### Language Requirement

MA students must satisfy the language requirement for PhD students (described below) for one language. For master's students going on to the PhD at the University of Victoria, satisfaction of the master's requirement will count towards the PhD requirement.

### Thesis

Students will present and defend a thesis proposal. The thesis work in LING 599 is normally awarded 6.0 units of credit. Students must defend their thesis orally as part of program requirements.

### Program Length

Students are expected to complete the program in two years.

### PhD Program

#### Course Requirements

The PhD program requires at least 9 units of course work, plus the dissertation, for a total of 30 units. Courses on current issues in syntax and phonology, LING 508 and LING 510, (1.5 units each) are required; other courses are determined jointly by a student and the supervisor. LING 503 and LING 505 (1.5 units each) may not count as part of the required 9 units.

#### Candidacy Exam

The candidacy requirement must be satisfied within two years of registration in the doctoral program (see "Faculty Academic Regulations", page 25). The candidacy examination consists of two substantial, original research papers, one

in the area of phonological or syntactic theory, understood broadly, and the other in an area agreed to by the student and the supervisor.

### Language Requirement

The departmental language requirement for PhD students is intended to prepare students for their research program by ensuring that they have the ability to read linguistic literature in, or have sound knowledge of, two languages other than English. Ideally, students must choose languages relevant for their research, in consultation with their supervisor, to satisfy this requirement.

The requirement for each language is considered satisfied when the student:

1. demonstrates reading proficiency in the language (assessed by a 2-page translation);
2. speaks the language natively;
3. has been educated in the language selected;
4. has an undergraduate major in the language;
5. has successfully completed a minimum of the equivalent of 4.5 units of university level courses in the language, with a least a second class (B-) average; or
6. has passed the equivalent of a 3-unit upper-division reading course in the language.

Other mechanisms for assessing the language requirements for special cases may be established. In such cases, however, the student is responsible for submitting a proposal to the Graduate Adviser prior to fulfilling the requirement. The graduate committee is then responsible for accepting or refusing the proposal, by considering the relevance of the language chosen to the student's research and the pertinence (and practicality) of the evaluating process suggested.

### Dissertation

After attaining candidacy, students will present and defend a dissertation proposal typically developed in LING 690. The dissertation is normally awarded 18 units of credit. Students must defend their dissertation orally as part of program requirements (see "Faculty Academic Regulations", page 25).

### Program Length

Normally, students are expected to complete the program in three to five years.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Mathematics and Statistics

## GENERAL INFORMATION

### Contact Information

Department of Mathematics and Statistics
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Mailing Address:
    P.O. Box 3060 STN CSC
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Courier Address:
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Graduate Adviser: Dr. Kieka Mynhardt
    Email: gradadv@math.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7454
Graduate Secretary: Kristina McKinnon
    Email: msgstt@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7437

### Faculty Members and Areas of Research

*Martial Agueh, PhD (Georgia Tech)*
  Mass transport theory, partial differential equations, geometric inequalities

*Bruce Allison, PhD (Yale)*
  Algebra

*Christopher J. Bose, PhD (Toronto)*
  Dynamical systems, ergodic theory

*Richard Brewster, PhD (Simon Fraser)*
  Graph theory, discrete mathematics, theoretical computer science

*Ryan Budney, PhD (Cornell)*
  Homotopy theory, knot theory

*Laura Cowen, PhD (Simon Fraser)*
  Statistical ecology and capture-recapture models

*Florin N. Diacu, PhD (Heidelberg)*
  Celestial mechanics, chaos, dynamical systems, mathematical physics, history and philosophy of mathematics

*Peter Dukes, PhD (Caltech)*
  Combinatorics

*Roderick Edwards, PhD (Victoria)*
  Neural networks, mathematical physiology

*Heath Emerson, PhD (Penn State)*
  Operator algebras, index theory, hyperbolic groups

*Denis Hanson, PhD (Alberta)*
  Graph Theory

*Jing Huang, PhD (Simon Fraser)*
  Graph theory, algorithms and complexity

*Slim Ibrahim, PhD (Tunis El-Manar)*
  Applied mathematics, analysis of partial differential equations, fluid dynamics and geophysical flows

*Reinhard Illner, PhD (Bonn)*
  Mathematical physics, partial differential equations, applied mathematics

*Boualem Khouider, PhD (Montréal)*
  Numerical analysis, partial differential equations, climate modelling

*Marcelo Laca, PhD (Calif, Berkeley)*
  Operator algebras, noncommutative geometry

*Mary L. Lesperance, PhD (Waterloo)*
  Statistical inference, biostatistics, industrial statistics

*Junling Ma, PhD (Princeton)*
  Modelling

*Gary MacGillivray, PhD (Simon Fraser)*
  Graph Theory, discrete mathematics, theoretical computer science

*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

*Hari M. Srivastava, PhD (Jodhpur)*
  Special Functions

*Mak Trifkovic, PhD (Harvard)*
  Number theory, elliptic curves

*Min Tsao, PhD (Simon Fraser)*
  Statistics

*Pauline van den Driessche, PhD (Wales)*
  Mathematical models in biology, combinatorial matrix analysis

*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 op-

portunities are negotiated through the Mathematics and Computer Science Co-operative Education co-coordinator.

All graduate students are governed by the departmental regulations in force at the time of the student's initial graduate registration. Students are responsible for becoming familiar with other regulations of the University and by the Faculty of Graduate Studies regulations as outlined in the Calendar.

The Department of Mathematics and Statistics emphasizes the following areas (in alphabetical order):
- Applied Mathematics, Mathematical Physics, Differential Equations
- Climate Modelling, Geophysical Fluid Dynamics, Mathematical Biology
- Combinatorics and Graph Theory
- Number Theory
- Operator Algebras, Operator Theory, Functional Analysis, Dynamical Systems, Topology
- Statistics

The Department also offers opportunities to study Mathematics Education, possibly as an interdisciplinary program.

## Facilities

Located in the new Social Sciences and Mathematics Building, the Department of Mathematics and Statistics offers graduate students shared office space with every student allocated their own desk. Students have access to the department's computing facility, which includes workstations with a wide array of mathematics and statistics related software, and the McPherson Library houses a vast collection of reference material, mathematical and otherwise. Each and every student gets an account on the departmental computer system and access to the department printers and FAX machine, a PIN for the photocopier, and a mailbox with full mail privileges.

## Financial Support

Every graduate student admitted to the department is considered for University and department fellowships. Financial assistance is also available from the following sources:

### Natural Sciences and Engineering Research Council of Canada Postgraduate Fellowships

**These are available to Canadian Citizens or Permanent Residents only.**

Details can be found on NSERC's website: <www.nserc.ca>. Students can apply through the University in September (or directly to NSERC by December) of the year preceding the tenure of the fellowship.

### University of Victoria Fellowships

Their value is up to a maximum of $15,000 per annum (master's) or $18,000 per annum (PhD). Students applying for admission can also apply for a fellowship on the last page of the admission application; continuing students can obtain details from the graduate adviser.

**A grade point average of at least 7.0 (A-) is necessary.**

### Department Fellowships

Individual faculty may support graduate students from their own research grants.

### Teaching Assistant Positions

Depending on budgetary considerations, there may be a limited number of marking and/or instructing positions available. These positions may not be available on a continuing basis and therefore should not be counted upon for long-term support. The number of hours and the amount of pay are regulated by the CUPE 4163 Components I and II Collective Agreement.

## ADMISSION REQUIREMENTS

### General

Students are normally admitted in September or January. Summer session courses are not generally offered.

Foreign applicants are strongly encouraged to submit the scores of the Graduate Record Examination General Test (GRE) and its Subject Test in Mathematics.

### Admission To Master's Programs

Students admitted to a master's program (MSc or MA) will normally have a bachelor's degree in Mathematics or Statistics. A student without the necessary background may be considered for a pre-entry program as outlined in the section "Upgrading for Admission to Graduate Study", 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 leat 575 on the paper-based test, 233 on the computer-based test or an overall score of 90 on the Internet Based test, with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

### Application Deadlines

North American Applicants:
- September Entry: May 31
- January Entry: October 31

International Applicants:
- September Entry: December 15
- January Entry: April 15

Applicants wishing to be considered for funding must apply at earlier dates:

North American Applicants:
- September Entry: February 15
- January Entry: February 15

International Applicants:
- September Entry: December 15
- January Entry: December 15 (13 months ahead)

## PROGRAM REQUIREMENTS

### Master's Program in Mathematics

#### Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar) . . . . . . . . . . . . . 1.5
MATH 599 (Thesis) . . . . . . . . . . . . . . . . . . . . . . . . 6.0
MATH or STAT courses at 500 level . . . . . . . . . 4.5
MATH or STAT courses at 400 level or above. . 3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Mathematics. Such courses should be selected in consultation with the student's supervisory committee.

#### Thesis

Thesis (6 units) must be defended in a final oral examination.

#### Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least two members, including the student's academic supervisor, who also acts as chairperson of the committee.

#### Oral Examination

The Supervisory Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

#### Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

### Master's Program in Statistics – Thesis Option

#### Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar) . . . . . . . . . . . . . 1.5
STAT 599 (Thesis) . . . . . . . . . . . . . . . . . . . . . . . . 6.0
MATH or STAT courses at 500 level . . . . . . . . . 4.5
MATH or STAT courses at 400 level or above. . 3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

#### Thesis

Thesis (6 units) must be defended in a final oral examination.

#### Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least two members, including the student's academic supervisor, who also acts as chairperson of the committee.

### Oral Examination

The Examining Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

### Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

## Master's Program in Statistics – Non-Thesis Option
### Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar) . . . . . . . . . . . . . 1.5
STAT 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 accompanied by registration in MATH/STAT 693 until MATH/STAT 693 has been passed.

### Oral Examination

The Examining Committee examines the dissertation and conducts a final oral examination of the candidate on the dissertation. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

### Program Length

Three to four years.

## CO-OPERATIVE EDUCATION

The department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. For program details please refer to the Co-operative Education Program entry for the Department of Computer Science, page 62.

# Mechanical Engineering

## GENERAL INFORMATION

The Department of Mechanical Engineering offers graduate programs leading to the degree of Master of Engineering (MEng), Master of Applied Science (MASc) and to Doctor of Philosophy (PhD). Research areas include advanced materials and manufacturing, computational and continuum mechanics, computer aided design and manufacturing, integrated energy systems, optics, robotics, mechanisms and mechatronics, thermofluids and transport phenomena.

Further information about the Department of Mechanical Engineering, Adjunct and Limited Term faculty and their research interests can be found on the department's web page at <**www. me.uvic.ca/graduate**>.

All students should note that they are responsible for making themselves familiar with the general Calendar regulations of the Faculty of Graduate Studies. If unsure about any aspect of the Faculty regulations, students should contact the Graduate Admissions and Records Office. Students are also responsible for ensuring the completeness and accuracy of their registration.

### Contact Information

Department of Mechanical Engineering
Location: Engineering Office Wing (EOW), Room 548

Mailing Address:
PO Box 3055 STN CSC
Victoria, BC  V8W 3P6
Canada
Courier Address:
3800 Finnerty Rd.
EOW Building, Room 548
Victoria, BC  V8W 3P6
Canada
Telephone Number: . . . . . . . . . . . . 250-721-8921
Fax Number: . . . . . . . . . . . . . . . . . . 250-721-6051
Email: mechgrad@me.uvic.ca
Website: <www.me.uvic.ca/graduate/>
Chair: Zuomin Dong
Email: zdong@me.uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . . 250-721-8900
Graduate Adviser: Andrew Rowe
Email: arowe@me.uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . . 250-721-8916
Graduate Secretary: Preet Grewal
Email: mechgrad@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . . . 250-721-8921

## Faculty Members and Areas of Research

*Rustom Bhiladvala, PhD (Yale), Assistant Professor*
Nanoscale Materials, Fabrication, Mechanics & Transport, Biomedical and Fluid Sensor Development, Fluid Mechanics.

*Colin Bradley, PEng, PhD (Victoria), Professor*
Automated Manufacturing, Optical Sensors, Industrial Machine Vision

*Bradley J. Buckham, PEng, PhD (Victoria), Associate Professor*
Dynamics of Undersea Vehicles, Computational Dynamics Modeling, Kinematics

*Daniela Constantinescu, PEng, PhD (British Columbia), Assistant Professor*
Haptics, Robotics, Mechatronics, Dynamics, Control

*Curran Crawford, PEng, PhD (Cambridge), Assistant Professor*
Energy Systems, Wind and Tidal Turbines, Multi-Disciplinary Design Optimization

*Nikolai Dechev, PEng, PhD (Toronto), Associate Professor*
Solid Mechanics, MEMS Design, Robotics and Automation, Mechatronics, Bio-Medical Design, Mechanism and Machine Design

*Nedjib Djilali, PEng, PhD (British Columbia), Professor*
Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology

*Zuomin Dong, PEng, PhD (SUNY, Buffalo), Professor*
Computer-Aided Design and Manufacturing, Design Optimization, Intelligent Systems, Hybrid Vehicles and Fuel Cell Technology

*Sadik Dost, PEng, PhD (Istanbul), Professor*
Crystal Growth of Single Crystals, Transport Phenomena, Modelling

*James B. Haddow, PhD (Manchester), (Limited Term) Professor*
Continuum Mechanics and Thermodynamics

*Rodney A. Herring, PEng, PhD (Birmingham), Associate Professor*
Materials Processing, Electron Microscopy,

Electron Holography, Confocal Holography

*Martin Byung-Guk Jun, PEng, PhD (Illinois), Assistant Professor*
Computer-Aided Manufacturing, 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), Assistant 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

*David Sinton, PEng, PhD (Toronto), Associate Professor*
Microfluidics, Lab-on-chip technologies, Biomedical Microdevices, Biomedical Engineering, Fluid Flow and Heat Transfer in Microstructures

*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

*Joanne L. Wegner, PEng, PhD (Alberta), Associate Professor*
Nonlinear Elastic Wave Propagation, Polymers, Numerical Analysis

*Peter M. Wild, PEng, PhD (Victoria), Professor*
Renewable Energy Systems, Mechatronic Systems, Piezoelectric Sensors, Finite Element Analysis

*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

*Andrew Ying-Huei Hung, PhD (Carnegie)*
Electronic Packaging Technology, Mechatronic Technology, Thermal Engineering, MEMS, Computer-Aided Design.

*Simon Liu, PhD (Jilin)*
Computational Modeling, Mass/Heat Transport, Fuel Cell Design, Microstructures

*Barbara Sawicki, PhD, DSc (Jagiellonian)*
Materials Properties, Imaging, Nuclear Performance

## Degrees and Specializations Offered

MEng, MASc, and PhD in Mechanical Engineering.

## Facilities

The Department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) has excellent research facilities. These include extensive computational hardware and software, an advanced manufacturing laboratory with a four axis machine centre, a two axis lathe, a co-ordinate measuring machine, a comprehensive robotics and vision technology laboratory, a versatile material testing machine, crystal growth and characterization facilities, a spray research apparatus, a water channel with laser Doppler velocimetry, a cryofuels laboratory, an adaptive optics laboratory, and a transportation fuel cell systems laboratory. The laboratories are well equipped with state-of-the-art measuring equipment.

## Financial Support

Normally MASc and PhD students are provided with financial support from faculty research funds for the first year. Subject to satisfactory performance and the availability of funding, financial support may be renewed. Graduate support can also be provided through various sources such as teaching assistantships, University of Victoria Fellowships and NSERC Postgraduate Scholarships (PGS). Refer to the Faculty of Graduate Studies website at <**www.uvic.ca/grad/add/fund/fund.htm**> for additional funding information. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

## ADMISSION REQUIREMENTS

### General

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Department of Mechanical Engineering is 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 7.0. Even with passing TOEFL/IELTS scores, students may be required to take

English language courses in addition to their other course work.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 14 and 20 students are admitted to the program each year.

On-line applications may be submitted by following the links from <**web.uvic.ca/gradstudies/prospective/application.html**>. If an applicant is unable to successfully submit an application online, domestic and international application forms may be downloaded from the web at the same address and should be sent directly to the Graduate Admissions and Records Office when completed. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

Additional information about graduate studies in the Department of Mechanical Engineering is available at: <**www.me.uvic.ca/graduate**>.

### Admission To Master's Programs

Applicants will normally hold an undergraduate degree in Mechanical Engineering. The minimum requirement for admission to the MEng is B and for the MASc is B+ (grade point average of 5.0 and 6.0 respectively on the University of Victoria scale of 9.0) for the last two years of university work.

### Admission to the PhD Program

The minimum requirement for admission to the doctoral program is a master's degree in science or engineering. In exceptional cases, a student registered for a master's degree in the Department of Mechanical Engineering may be allowed to transfer to the doctoral program without completing the master's program.

### Deadlines

Entry points to the department are September, January and May. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

## PROGRAM REQUIREMENTS

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

### Master of Engineering – Non-Thesis Option

The MEng program is designed to provide students with an opportunity to strengthen and extend the knowledge they have gained at the undergraduate level. All MEng students will be under the supervision of a member of the department's graduate faculty.

### Course Requirements

The program consists of a minimum of 15 units, normally with not less than 12 units of graduate course work and a MENG Project Report (MECH 598).

Required course work is subject to the approval of the department.

### Other Requirements

The program of study is determined by the supervisory committee in consultation with the student.

### Final Project

The project (MECH 598) for the MEng program is normally not greater than 3.0 units. The topic of the project is subject to the approval of the department.

The work leading to the project must be performed under the direction of an academic supervisor who is a member of the department's graduate faculty. A detailed description of the project will be presented in a formal report written by the student.

Each student's program is subject to the approval of the department.

### Oral Examination

MEng students will be required to defend their completed project in a final oral examination which is open to the public.

### Program Length

The program length for MEng is guided by time limits established by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MEng students are expected to complete program requirements within 24 months.

## Master of Applied Science – Thesis Option

The work leading to the degree of MASc provides an opportunity for the student to pursue advanced studies and to carry out research or undertake creative design in a field of mechanical engineering under the supervision of a member of the department's graduate faculty.

### Course Requirements

The program consists of a minimum of 19.5 units, normally with not less than 9.0 units of graduate course work, a 1.5 unit seminar, and a thesis (MECH 599).

Required course work is subject to the approval of the department.

### Other Requirements

The program allows for a maximum of two Directed Studies courses (MECH 590), of which only one may be directly related to the thesis topic.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

All MASc students are required to give a seminar (MECH 595) on their thesis research during the second year of the program. Normally, students will register in MECH 595 until program completion. The seminar has a unit value of 1.5. Students must attend a minimum of two-thirds of the seminar series.

### Thesis

The thesis (MECH 599) for the MASc program is typically equivalent to 9 units. The topic of the thesis is subject to the approval of the department.

### Oral Examination

MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

### Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MASc students are expected to complete program requirements within 24 months. Normally, financial support will not be continued beyond this time limit.

## Doctor of Philosophy

The objective of the PhD program is the accomplishment of independent and original research work leading to significant advancement of knowledge in the field of mechanical engineering. All PhD students will be under the supervision of a member of the department's graduate faculty.

### Course Requirements

The program for a student with a master's degree is a minimum of 37.5 units, normally with not less than 6.0 units of approved course work, a 1.5 unit seminar, a 3.0 unit candidacy examination and a dissertation (MECH 699). The approved course work must include MECH 601 (1.5 units) which must be taken before the candidacy exam.

A student transferring from a master's program to the doctoral program is required to complete a program of at least 49.5 units. This program includes a minimum of 18 units of approved courses, (including MECH 601), a 1.5 unit seminar, a 3.0 unit candidacy examination, and a dissertation (MECH 699). For those students transferring from a master's program, credit will normally be given for courses already completed.

Required course work is subject to the approval of the department.

### Comprehensive Exams

Department of Mechanical Engineering does not normally require comprehensive examinations.

### Candidacy

Within 18 months of registration and successful completion of MECH 601, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. The PhD student is required to pass an oral candidacy exam before their supervisory committee. The PhD student must register in MECH 693 (3.0 units) from the beginning of the PhD program until the candidacy examination is successfully completed. MECH 693 is a prerequisite for MECH 699. During the candidacy examination, the supervisory committee will question the candidate to determine whether the candidate has the appropriate background knowledge and skills to undertake the proposed dissertation project, and whether the project is likely to lead to results suitable for a PhD dissertation.

### Other Requirements

Candidates who hold a master's degree from a university outside Canada or the United States will normally be required to complete at least 9 units of courses, a 1.5 unit seminar and a 3.0 unit candidacy examination.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

The program allows for a maximum of one Directed Studies course (MECH 590).

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/>
Director: Dr. Gerald King
    Email: musdir@finearts.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7901
Graduate Adviser: Dr. Michelle Fillion
    Email: mfillion@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7906
Graduate Secretary: Linda Sheldon
    Email: musi@finearts.uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7902

### Faculty Members and Areas of Research

*Dániel Péter Biró, PhD (Princeton)*
    Composition, music theory, ethnomusicology

*Patrick Boyle, MA (York)*
    Jazz Studies

*Benjamin Butterfield*
    Voice

*Christopher Butterfield, MA (SUNY, Stony Brook)*
    Composition, theory

*John A. Celona, PhD (Calif, San Diego)*
    Composition

*Ajtony Csaba, MA (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 (Montréal)*
    Musicology, music theory, 20th-century music

*Pamela Highbaugh Aloni, MM (Indiana)*
    Cello, chamber music

*Joanna Hood, MM (Indiana)*
    Viola, chamber music

*Kurt Kellan (Indiana)*
    Horn, chamber music

*Gerald King, EdD (Brigham Young)*
    Conducting, Wind Symphony, music education

*Patricia Kostek, MM (Michigan State)*
    Clarinet, woodwind techniques

*Harald M. Krebs, PhD (Yale)*
    Music theory (tonal and rhythmic structure in 19th- and early 20th-century music)

*May Ling Kwok, MM (Indiana)*
    Piano

*Susan Lewis Hammond, PhD (Princeton)*
    Music history, musicology

*Bill Linwood, BMus (Indiana)*
    Percussion, percussion techniques

*Alexandra Pohran Dawkins, BMus (Toronto)*
    Oboe, chamber music

*Louis D. Ranger, BMus (Juilliard)*
    Trumpet, brass chamber music

*Arthur Rowe, MMus (Indiana)*
    Piano

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

*Eva Solar-Kinderman, Perf Dipl (Vienna)*
    Piano

*Sharon Stanis, MM (Indiana)*
    Violin, chamber music

*Bruce Vogt, MMus (Toronto)*
    Piano

*Susan Young, MMus (Calgary)*
    Voice

## Degrees and Specializations Offered

The School of Music of the University of Victoria offers programs leading to the degrees of Master of Music in Performance and 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. The School's large ensembles (Orchestra, Chorus, Wind Symphony) rehearse in the 1300-seat Farquhar Auditorium at the University Centre. Both halls have fully professional digital recording facilities. Students are encouraged to participate in School of Music performance groups, such as the University Chorus, Chamber Singers, Sonic Lab, Orchestra, Wind Symphony, and chamber ensembles. String chamber ensembles are coached by members of the Lafayette String Quartet, in residence at the School of Music.

The McPherson Library has one of the major music collections in Canada. It covers a broad spectrum of areas, from the medieval period to the twentieth century, including world music and jazz. Currently there are over 70,000 volumes of scores and books and over 300 serial subscriptions, both electronic and in print. There are also over 40,000 sound recordings in the collection, spanning the recording age from 78's to compact discs. Special areas of interest include Beethoven (books, scores, facsimiles), British music, and twentieth-century American music, with a large collection of jazz on 78's.

In 2008 the music and audio collection moved into the new Bessie Brooks Winspear Media Commons. This centre houses the media collections (compact discs, microforms and videos), the music reference collection, and scores. This facility also includes state-of-the-art listening and media production rooms, as well as areas for study and research.

Three digital music studios are housed in the School of Music building, providing state-of-the-art workspaces for students and faculty to investigate, create, and study music and music technology. The three studios have been designed to integrate completely, allowing projects to move from studio to studio depending upon the specific needs of the project.

The main Recording Studio is attached to the Phillip T. Young Recital Hall. It provides archival, audition, and production recording services for students, faculty, and the community. Twenty-eight microphone lines are available between the stage and recording booth. A Yamaha 01V96kHz console, Apogee "Big Ben" master clock, Millenia Media microphone pre-amps, a Digidesign 002 and Tascam DVRA-1000 are used for recording. Monitoring is provided by Dynaudio speakers and Bryston power amplification.

Studio Two is a post-production and editing suite that also houses the School's remote recording unit. Two editing systems, Merging Technologies Pyramix and Digidesign Pro-Tools, allow for maximum flexibility and integration with the other studios.

The Computer Music Studio has extensive facilities for digital audio exploration and creation, providing both the latest in software and computer-based digital resources and rare and iconic musical instruments and controllers. A Buchla series 200 analog synthesizer, Korg Wavedrum, and a permanently installed Max Matthews Radio Drum controller form the basic collection that is continually being added to. Pro Tools, Max/MSP, Ableton Live, Kontakt, Sibelius, and other music software are installed on the main computer, a 24" G5 iMac. At the centre of the Studio is a Yamaha 01V96kHz, with monitoring provided by Mackie HR824 self-powered speakers.

In addition to the studios within the School, the Laboratory for Extended Media (LEM), which is open to all students enrolled in Fine Arts courses, provides audio-processing resources, digital video and image processing facilities.

## Financial Support

The University of Victoria offers a limited number of Graduate Fellowships of up to $10,000 or $12,000 for 12 months (for Master's and PhD students of high academic standing, respectively). Teaching Assistantships of $2,000-$6,000 are available to full-time students in exchange for help with aspects of the academic curriculum in the School, such as keyboard harmony labs, chamber music coaching, recording, directing the listening tutorials of the introductory music history courses, or otherwise assisting with music history and theory courses.

## ADMISSION REQUIREMENTS

### General

The School of Music gives priority in admissions considerations to students intending to register on a full-time basis.

Applicants to the master's programs must hold a BMus or BA in music from a recognized university, with at least a B+ or 6.0 average in the work performed in the last two years (or last 30 units) of undergraduate study.

All applicants should submit a one to two-page statement outlining their background, their goals as a musician and/or scholar, and their reasons for wishing to pursue their graduate degree at the University of Victoria.

## Admission To Master's Programs

### MA in Musicology

In addition to the standard admission forms, applicants to the Musicology programs should submit two examples of their work in the field of music history, including an honours paper or senior thesis if available, as well as a personal statement of research interests and professional goals that must demonstrate the suitability of our program to those goals.

All Musicology students are required to demonstrate a good reading knowledge of German. 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 begins.

### MA in Musicology (with Performance)

This program is intended for Musicology students who are proficient performers and who wish to continue serious study of their instrument while pursuing musicological research. Applicants for this program are required to submit two written examples of their work in the field of music history as well as the additional statement as described under the MA in Musicology, and either arrange for an audition or submit a tape as described under the admissions process for the MMus in Performance.

The language requirements are identical to those for the MA in Musicology.

### MMus in Composition

Applicants for admission to the MMus in Composition program should submit, in addition to the regular admission forms, copies of scores and CDs or tapes of their recent work in composition.

### MMus in Performance

Acceptance to the MMus in Performance requires specialization at an advanced level in a specific performance medium (e.g., violin, piano, voice). Applicants are encouraged to audition in person. The audition repertoire should reflect a level of difficulty and variety appropriate for a graduate program, and be of at least thirty minutes in duration. Interested students are strongly encouraged to contact the School of Music Graduate Adviser or individual instructor by January 15 to discuss appropriate audition repertoire and to book an audition.

If live audition is not possible, applicants may submit a high-quality, unedited CD recording of at least thirty minutes duration, with repertoire selected as specified for live audition; in addition, these applicants are also encouraged to send a video-tape or DVD as well. Please note however that some instructors may require live audition for acceptance to their class; for additional information please contact the instructor or the Graduate Adviser. Internal candidates may either audition in person or use their BMus

graduating recital as their audition, provided that the recital takes place before March 1.

## Admission to the PhD Program

Applicants to the PhD Program in Musicology must hold the master's degree in musicology, music history or music theory, or its equivalent, from a recognized university. They must also demonstrate potential for a career in musicology or music scholarship, and have a primary research interest compatible with the areas of specialization of the university's regular faculty.

A good reading knowledge of German, and French or Italian, is required of all applicants to this program. In addition, a reading knowledge of another foreign language may be required, if necessary to the candidate's intended field of specialization. Applicants should submit documentation of their ability in these languages with their applications (e.g., an official memo stating that language examinations were successfully completed). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation prospectus begins.

Applicants are requested to submit two examples of written work, including the master's thesis or the equivalent if available, as well as a personal statement of research interests and professional goals that must demonstrate the suitability of our program to those goals.

## Deadlines

Applications with supporting materials should be received by **January 15** for domestic applicants or by **December 15** for international applicants. Later applications will be considered if space is available; however, this is highly unlikely for applications received after March 15. Those applying after **February 15** cannot be considered for a University fellowship

## PROGRAM REQUIREMENTS

Students admitted to a Master's program, and holding a Bachelor's degree from a university other than the University of Victoria, will be required to write a theory placement examination, involving the analysis of compositions from various style periods. The examination will be administered early in September, before classes begin. While the results of the examination will not affect the student's admission into the program, they will determine whether the student must take undergraduate theory courses. Theory courses numbered below 300 cannot be counted toward the course requirements of a Master's degree.

The student's work is guided by the Supervisory Committee (see the Faculty of Graduate Studies Guidelines). The supervisor chairs the committee. For Composition or Performance candidates, the supervisor is the student's major teacher; for candidates in Musicology, the academic supervisor is the person responsible for the guidance of the thesis or dissertation. The function of the supervisory committee is to assist the graduate student in all facets of the program whenever necessary; to supervise the preparation of the thesis or dissertation, composition or recital; to act as the core for the examining committee; and, generally, to supervise the student's progress in the program.

Transfer credits for courses towards the master's and doctoral programs taken at other universities will be accepted only in exceptional circumstances. Transfer students should note that the Faculty of Graduate Studies will require them to pay the same number of fee installments for the degree as other students.

A student registered in the master's program may take up to 3.0 units of undergraduate courses at the 300 level or above; undergraduate credits must be approved by the academic supervisor and relevant to the student's program of study.

The Graduate Adviser administers the graduate program and is the faculty member responsible to the School of Music Director for the administration of graduate studies in the School of Music.

In addition to the requirements listed below, graduate students are encouraged to take an active part in the performing groups and musical life of the University, and to participate in the Graduate Colloquium.

## MA in Musicology – Thesis Option

The MA in Musicology is an integrated program involving music criticism, analysis, and applied theory as well as cultural and historical study. It offers students close mentoring leading to the development of skills appropriate to a career in musicology.

| Course Requirements | |
|---|---|
| Bibliography (MUS 503) | 1.5 |
| Selected Problems in Theory and Analysis (MUS 500) | 1.5 |
| Graduate Forum in Musicology (MUS 533) | 1.5 |
| Advanced Research Forum in Musicology (MUS 534) | 1.5 |
| MA Thesis (MUS 599) | 3.0 |

**Four Musicology Seminars (6.0 units) to be selected from any of the following:**

| | |
|---|---|
| Topics in Musicology Before 1750 (MUS 530) | 1.5 |
| Topics in Musicology After 1750 (MUS 531) | 1.5 |
| Comparative Topics in Musicology (MUS 532) | 1.5 |

**and a minimum of 3.0 units of electives, chosen in conjunction with the academic supervisor from the following\*:**

| | |
|---|---|
| MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 561, 580, 581, 590 (or approved undergraduate credit) | 3.0 |
| **Total:** | **18.0** |

*\* Student may also select courses in other disciplines appropriate to the student's research interests. Students are encouraged to select these electives to create a secondary area of concentration in music theory, performance, composition, ethnomusicology, or an area outside music relevant to their thesis work.*

### Thesis

A substantial thesis is required of all students in the MA in Musicology (MUS 599, MA Thesis), followed by an oral examination. The thesis proposal is completed in the context of MUS 534 (Advanced Research Forum in Musicology).

### Other Requirements

These include the language requirement, the first-year review, and the oral comprehensive examination. In addition, students are expected to participate in Musicological Explorations, the

graduate student journal in musicology and theory.

## Language Requirement

Candidates are required to pass an exam in German, or another foreign language relevant to their intended field of specialization. Courses taken to prepare for this requirement are remedial. Students should discuss the administration and scheduling of this exam with their academic supervisor. The language exam should be completed by Sept. 15 of the second year in the program.

## First-year Review

By May 15 of the first year of study, candidates will submit a writing portfolio containing two samples of graduate work, proposed field topics for the comprehensive examinations, a preliminary draft of the thesis proposal, and a report on the status of the required language examinations. The musicology faculty will review the portfolio and provide comment on the candidate's progress in the program by May 31. At that time the student will also receive the faculty recommendation for School of Music secondary adviser for the thesis work.

## Oral Comprehensive Examination

Full-time students are required to pass 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

On the basis of the above, the musicology faculty will prepare a question related to each topic, which will be presented to the student two weeks before the oral examination. The Oral Comprehensive Examination will be adjudicated by the members of the musicology faculty, with the student's academic supervisor as chair, and will normally last about 60 minutes. The student will be requested to speak on the three pre-selected

questions for about 30 minutes. The remaining time will be devoted to discussion of issues elicited by the research summaries, as well as additional questions related to them. The thesis proposal will also be formally presented to the supervisory committee in the course of the meeting. Unsuccessful exams may be repeated, once, no later than three months after the first test.

## MA in Musicology (with Performance) – Thesis Option

This program is intended for musicology students who are proficient performers and who wish to continue serious study of their instrument. The program is modeled on the MA in Musicology, but reduces the seminar requirement in order to accommodate performance activities.

Students who already hold the MMus in Performance or the MA in Musicology are not eligible for this degree.

### Course Requirements

Individual Tuition, taken each year
(MUS 540) . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.0
Bibliography (MUS 503) . . . . . . . . . . . . . . . . . 1.5
Graduate Forum in Musicology (MUS 533) . . . 1.5
Selected Problems in Theory and Analysis
(MUS 500) . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
OR an additional 1.5 units of MUS 530,
531, or 532 . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
Performance Practices (MUS 504) . . . . . . . . . . 1.5
*Ensembles, taken each year (MUS 580) . . . . . 1.0
**OR**
*Chamber Music, taken each year (MUS 581). 1.0
Lecture-Recital (MUS 596) . . . . . . . . . . . . . . . . 1.5
Advanced Research Forum in
Musicology (MUS 534) . . . . . . . . . . . . . . . . . 1.5
Thesis (MUS 599) . . . . . . . . . . . . . . . . . . . . . . 3.0

**1.5 units of the following:**
Topics in Musicology Before 1750 (MUS 530). 1.5
Topics in Musicology After 1750 (MUS 531) . . 1.5
Comparative Topics in Musicology (MUS 532) 1.5

**and a minimum of 1.5 units of electives selected from the following:**
MUS 500, 501, 502, 506, 507, 530, 531, 532,
561, 562A, 590 (or approved undergraduate
credit) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
**Total:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 19.0

*Depending upon the student's instrument and upon the needs of the School, the student will be assigned to either MUS 580 or 581 in any given year.*

### Other Requirements

The Language Requirement, First-Year Review, Oral Comprehensive Examination, and Thesis requirements are identical to those of the M.A. in Musicology (see above).

Additional requirements are:
- First-year Jury: A jury examination in performance must be taken in April of the first year of study. Results will be considered in First-Year Review.
- Lecture-Recital (MUS 596): Students are required to give a lecture-recital, which usually forms a basis for the written thesis and for the oral defense.

## Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

## MMus in Composition – Non-Thesis Option

The program includes private instruction in composition, and courses in musicology and theory. Opportunities are available to work in the School's electronic music studio and to take part in solo and ensemble performance.

### Course Requirements

Seminar in Composition, taken
each year (MUS 561) . . . . . . . . . . . . . . . . . . . 1.5
Individual Instruction, taken in
first year (MUS 555) . . . . . . . . . . . . . . . . . . . 3.0
Graduating Composition(s), taken in
second year (MUS 598B) . . . . . . . . . . . . . . . . 3.0
Selected Problems in Theory and Analysis,
taken each year (MUS 500) . . . . . . . . . . . . . . 1.5
Bibliography, taken in first year (MUS 503) . . 1.5

**1.5 units of the following:**
Topics in Musicology Before 1750 (MUS 530). 1.5
Topics in Musicology After 1750 (MUS 531) . . 1.5
Comparative Topics in Musicology (MUS 532) 1.5
Graduate Forum in Musicology (MUS 533) . . . 1.5

**and a minimum of 3.0 units of electives selected from the following:**
MUS 501, 502, 504, 506, 507, 530, 531, 532,
533, 562B, 580, 581, 590 (or approved
undergraduate credit) . . . . . . . . . . . . . . . . . . . 3.0
**Total:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 18.0

### Final Project

Candidates for the degree are required to complete one or more extensive original compositions (MUS 598B). These works will normally be performed during the final year of graduate study.

The candidate will also submit an analysis paper in addition to the graduating composition. The candidate's academic supervisor will approve the topic of the analysis paper and the graduating composition.

### Final Examination

An oral examination will be administered by the supervisory committee a short time after the performance of the candidate's graduating composition(s). The student is required to demonstrate knowledge of the repertoire and major trends of contemporary music composition. Procedures and guidelines are available from the graduate adviser.

### Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

## MMus in Performance – Non-Thesis Option

The candidate's individual program is designed to further growth as a soloist and ensemble participant; in addition to performance-related

courses, the program includes study in related areas, such as conducting, performance practices, and music history.

### Course Requirements

MUS 580 - Ensembles, taken each year . . . . . . . 1.0
MUS 581 - Chamber Music, taken each year . . 1.0
MUS 545 - Major Instrument Study, taken each year . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4.0
MUS 598A - Degree Recital . . . . . . . . . . . . . . . . 1.5
MUS 503 - Bibliography, taken in first year . . . 1.5
**and a minimum of 3.0 units of electives selected from the following:**
MUS 500, 501, 502, 504*, 506, 507, 530, 531, 532, 533, 562A, 590 (or approved undergraduate credit) . . . . . . . . . . . . . . . . . . . . . . 1.5
MUS 588 (optional)** . . . . . . . . . . . . . . . . . . . . . . 1.0
**Total:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 18.0

*Note that one of the electives will normally be MUS 504 (Performance Practices)*
**Addition to program, on recommendation of the supervisor*

### Final Project

All candidates will perform a final graduating recital (MUS 598A), followed by an oral examination.

### Other Requirements

All graduate performance majors are expected to participate in ensembles where appropriate to their instrument, as determined by the Head of Performance and the student's academic supervisor, in each year of their residency. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

In order to qualify for MUS 545 (Individual Tuition, 4 units), the performance major must be registered as a full-time student, taking a minimum of 9 units of course work within an eight-month period.

### Final Examination

An oral examination approximately one hour in duration will be administered by the student's supervisory committee approximately a week after the student's graduating recital and will constitute part of the graduating requirements. The student is expected to demonstrate knowledge of solo and chamber music repertoire for his/her instrument or voice. Procedures and guidelines are available from the graduate adviser.

### Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

## PhD in Musicology

The PhD program in Musicology is small and selective, offering advanced students the opportunity for intensive directed research in the areas of expertise of its faculty. It emphasizes professional training in research and scholarship. Given the current character of the discipline, the program encourages interdisciplinary work linking scholarship in music with related humanistic fields relevant to the student's area of research.

### Course Requirements

The School normally requires a minimum of 12 units of course work, usually taken during the first three semesters of study, successful completion of the candidacy examinations and language requirement, approval of the dissertation proposal, and the writing and defense of the dissertation. Courses will be chosen in consultation with the student's academic supervisor and the supervisory committee.

**Normally, the course work consists of 3.0 units of the following:**
Graduate Forum in Musicology (MUS 533) . . . 1.5
Advanced Research Forum in Musicology (MUS 534) . . . . . . . . . . . . . . . . . . . . 1.5
**3.0 units drawn from the following:**
Topics in Musicology Before 1750 (MUS 530) . 1.5
Topics in Musicology After 1750 (MUS 531) . . 1.5
Comparative Topics in Musicology (MUS 532) 1.5

and **an additional 6.0 units of electives** in music and other areas relevant to the student's research as determined in consultation with the student's supervisory committee. These may include a maximum of 3.0 units of undergraduate courses at the 300 level or above in a department outside the School of Music, if relevant to the student's area of specialization. With the exception of MUS 421 (Special Topics in Musicology), no credit will be given for undergraduate courses taken in the School of Music.

In addition, students will register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The Dissertation is prepared in conjunction with MUS 699 (PhD Dissertation) on successful completion of the PhD Candidacy Examinations (MUS 693) described below.

### Candidacy Examinations

Students will register for MUS 693 PhD Candidacy Examinations (3.0) for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed.

The candidacy examinations are normally taken before the end of the second year (but in exceptional cases no later than 36 months of first enrolment in the program), and before registration in MUS 699 (PhD Dissertation). They consist of written and oral components.

The examinations deal with ten topics selected in consultation with the academic supervisor and the supervisory committee according to the student's specific needs. Up to five of the topics may be related to his/her research area, and should represent a diversity of disciplinary approaches. The purpose of these topics is to ensure that the student has the knowledge base necessary for completion of the dissertation. The remaining field topics in music should lie outside the area of research concentration, and should represent contrasting historical periods, genres, or approaches to the field. The purpose of these topics is to ensure that the student has the disciplinary breadth essential to careers in the field. The student will submit the ten proposed topics to the musicology faculty in the first-year review portfolio.

After approval of the topics, the student will:
1. prepare a select formal bibliography of the most important "classic" and recent scholarship on each topic; this bibliography represents the student's reading list for each area
2. prepare a list of a representative sampling of musical repertoire related to each area
3. develop a mature grasp of the major musical issues, a critical perspective on the major research related to each topic, and an understanding of the cultural and intellectual context of each topic
4. formulate a question related to each topic
5. submit the bibliographies, repertoire lists, and proposed questions to the academic supervisor no less than four weeks before the scheduled oral examination

Members of the student's supervisory committee will select three of the questions, emending them as deemed appropriate, and the candidate will have two weeks to write an essay of at least 2000 words in length on each of them.

The oral examination is taken in the presence of the student's supervisory committee, and is open to all School of Music teaching faculty. The examination will consist of a discussion of the three essays and the musical repertoire related to them; additional questions related to the remaining field topics and repertoire will follow. The duration of the examination is approximately two hours.

In case of failure in one portion of the candidacy examinations, the candidate may retake that portion. The requirements must be fulfilled within the calendar year and no sooner than six weeks after the original examination.

### Candidacy

The student progresses to candidacy on completion of the candidacy examinations and demonstration of competency in the required languages. Two foreign languages related to the student's research are required, normally as part of the admissions process (see Admission to the PhD Program). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation begins.

### Other Requirements

By May 15 of the first year of study, students will submit a portfolio in order to demonstrate satisfactory progress toward the degree and in preparation for the comprehensive examinations. This portfolio should contain two samples of work completed in the course of the first-year graduate seminars, a listing of the proposed area of research concentration and the ten proposed field topics for the candidacy examinations.

The portfolio should also include a list of the proposed supervisory committee for the dissertation work and a statement regarding progress toward completion of the language requirement. Preparation of the first-year portfolio is completed in conjunction with the Graduate Forum in Musicology (MUS 533) in the spring semester of the first year. The musicology faculty will review the portfolio and provide comment on the candidate's progress in the program, supervisory committee, and the proposed comprehensive topics by May 31.

**Dissertation**

The student must register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The prospectus is to be at least 20 pages in length, and should include:

1. a detailed summary of the topic and thesis
2. a description of the state of research in the chosen field of study, including specific references to existing published studies, their scope and limitations
3. a statement of the research problem(s) upon which the dissertation is to focus, and a summary of the proposed plan of study
4. a description of the state of the primary source materials and their immediate availability
5. a select but comprehensive bibliography of directly relevant scholarship

The prospectus is submitted for approval to all members of the student's advisory committee.

The PhD dissertation must be an original contribution to knowledge. Between 20 and 30 units of credit are awarded for the dissertation.

### Oral Examination

The dissertation is subject to an oral defense conducted by the supervisory committee and additional examiners, and open to the School of Music community.

### Program Length

The PhD requires a minimum of three years of study, a minimum of 30 units beyond the master's degree, and the successful completion of the Course Requirements. All requirements must be completed within seven years (84 months) from the time of first registration in the doctoral program.

## Co-Operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Nursing

## General Information

The UVic School of Nursing is dedicated to excellence in accessible and innovative undergraduate and graduate nursing education, research initiatives, and professional activities. The School is committed to generating knowledge, advancing the nursing profession and discipline, and enhancing nursing practice to improve health for individuals, families, community, and society. Through collaborative partnerships among educators, students, health practitioners, researchers, and policy developers, we strive to support health and social change.

The School of Nursing Graduate Education Programs are based in a philosophical model that attends to coherence among and between ontological, epistemological, ethical, and practice dimensions. This model is fostered by values of openness, diversity, scholarship, and service related to human health.

Our School's faculty are widely recognized for their contributions to the advancement of nursing as a scientific discipline and practice profession through research, leadership, practice, teaching, publications and presentations. A comprehensive listing of nursing faculty is located at <**www.nursing.uvic.ca**>.

All teaching faculty, as well as students, have the benefit of working with a skilled group of professional and support staff.

### Contact Information

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### Faculty Members and Areas of Research

*Elizabeth Banister, PhD (Victoria)*
Adolescent sexual health education; adolescent relational aggression; mentoring; knowledge translation; ethnography

*Anne Bruce, PhD (British Columbia)*
End of life care; contemplative practices in health and healing; mindfulness meditation; volunteerism in hospice care; interpretive inquiry

*Elizabeth (Betty) Davies, PhD (University of Washington)*
Palliative and end-of-life care, particularly pediatric palliative care; family bereavement; cultural considerations; health professionals and care of the dying; thanatology; oncology; qualitative methods; collaborative, participatory research

*Gweneth A. Doane, PhD (Victoria)*
Family and women's health; ethics, learning and teaching; interdisciplinary education and practice

*Noreen Frisch, PhD (Southern Illinois)*
Holistic nursing practice; nursing language and classification; and student development

*Marcia Hills, PhD (Victoria)*
Health promotion; curriculum development;

family health; participatory action research; international health

*Marjorie MacDonald, PhD (British Columbia)*
Health promotion; community/public health; adolescent health; social and health policy; health program evaluation; advanced nursing practice; primary health care; qualitative research

*Karen MacKinnon, PhD (Calgary)*
Rural maternity care and perinatal nursing; interprofessional practice and education; the social organization of women's childbearing experiences and Institutional Ethnography

*Joan MacNeil, PhD (Wayne State University)*
Transcultural nursing and development of nursing theory; humanistic care; HIV/AIDS care and clinical management; harm reduction; improving access to services and promoting health for vulnerable populations e.g. homeless, injecting drug users, First Nations, people in developing countries

*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

*P. Jane Milliken, PhD (Alberta)*
Social causes and consequences of illness; mental health; telehealth; aging; grounded theory

*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 contact of neo-liberalism and globalization constructs

*Esther Sangster-Gormley, PhD (c) (Dalhousie University)*

Primary health care: the role and function of the nurse practitioner in the delivery of primary health care. The acceptance role of the nurse practitioner by patients, physicians and health care administrators, and integration of the role into the health system

*Debra Sheets, PhD (South California)*

Gerontology; health promotion; humanities; arts and aging; family caregivers; guided autobiography; geriatric nursing education; evaluation research; end-of-life care

*Rita Schreiber, DNS (State University of New York)*

Women's mental health; depression; psychiatric-mental health nursing; professional misconduct; advanced nursing practice; grounded theory

*Laurene Sheilds, PhD (Oregon)*

Community; health promotion; empowerment; community nursing practice; life threatening illness and events; connectedness; people's experiences of health, illness and healing; narrative inquiry; feminist research; story as a metaphor of healing; spirituality

*Kelli Stajduhar, PhD (British Columbia)*

Palliative and end-of-life care; family caregiving; home care; HIV/AIDS; oncology; vulnerable and marginalized populations; gerontology; health services research; qualitative and quantitative research methods; mixed method study design; collaborative, participatory research

*Rosalie Starzomski, PhD (British Columbia)*

Health care and nursing ethics; nephrology nursing; transplantation/organ donation; ethical issues related to biotechnology (e.g. genetic testing for polycystic kidney disease); health and social policy (e.g. consumer involvement in health care decision making); interdisciplinary collaboration; leadership and advanced nursing practice

*Deborah Thoun, PhD (Texas)*

Nursing theory based research; research methodologies congruent with human science perspective; exploration of lived experience such as time passing, suffering, facing the unknown

*Madeline Walker, PhD (Victoria)*

Online teaching, writing pedagogy, auto/biography, African American culture and literature, and literature 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

- 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 (see Admission Requirements section for specific information on this application process)

Nurses with a strong interest in health and social service policy can enrol through the Faculty of Human and Social Development for a Master of Arts through the Studies in Policy and Practice in Health and Social Services Program (see page 148).

Applicants to interdisciplinary graduate programs identifying nursing as one of their disciplinary areas are welcomed and encouraged to contact the Associate Director of Graduate Programs (Graduate Adviser) in the School of Nursing as well as the Faculty of Graduate Studies.

## Facilities

The University of Victoria School of Nursing is uniquely situated in the Faculty of Human and Social Development. This faculty consists of the Schools of Social Work, Child and Youth Care, Public Administration and Health Information Sciences, as well as the Indigenous Governance Program, the Institute for Dispute Resolution and the Interdisciplinary Studies in Policy and Practice Graduate Program. Additionally, the School of Nursing provides the opportunity to pursue scholarly links with the University Centre on Aging, the Centre for Youth and Society and the Centre for the Study of Religion and Society. Off campus, we are linked with research centres at the University of British Columbia, including the Institute for Health Promotion Research, the Human Early Learning Partnership and the W. Maurice Young Centre for Applied Ethics. We also have strong research and practice linkages with the Vancouver Island Health Authority, the Vancouver Coastal Health Authority, the Fraser Health Authority, the Interior Health Authority, the Provincial Health Authority and the Ministries of Health Planning and Health Services.

## Financial Support

The UVic School of Nursing administers a number of awards to students enrolled in nursing graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available from the UVic School of Nursing website: <**nursing.uvic.ca**>. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

Faculty support will be available to students in the preparation of applications to major funding agencies. Students are not required to have funding in place when they apply to graduate programs in nursing; however, financial support may facilitate program completion.

Eligibility for nomination for scholarships administered by the School of Nursing will be determined on the basis of individual scholarship criteria, full-time registered status, Grade Point Average (gpa) and in the case of new students, the assessment ratings on application criteria. The nomination for scholarship process is competitive. Nominations are reviewed by professional staff and faculty in the School on an annual basis.

Eligible new MN students will be invited to apply for the Social Sciences and Humanities Research Council (SSHRC) master's award during their first year of study and will be assisted in preparing their applications. This is a competitive process at all levels, beginning with the School of Nursing, the University and finally SSHRC.

Research and teaching assistantships in the School of Nursing are limited and will be publicized to all registered students should they come available.

## NURSING PRACTICE REQUIREMENTS

Nursing practice experiences in health agencies are essential components of the nursing program. Students may be required to travel outside their local community to complete practice experiences. Students must arrange their own transportation and accommodation. Any costs related to travel or accommodation involving nursing practice experiences are the responsibility of the individual student.

### Code of Ethics and Standards of Practice

All students must adhere to the Canadian Nurses Association (CNA) Code of Ethics and to the Standards of Practice (or equivalent) of the registered nurses' licensing organization in the jurisdiction in which they are undertaking their practice experience. Students who fail to adhere to these principles may be required to withdraw from the program. Please refer to "Professional Conduct and Student Progression", below.

### Criminal Record Reviews

While not a requirement for admissions, UVic students employed in cooperative work terms, placed in practica or enrolled as student members in their professional Organizations may be required to undergo criminal records reviews by legislation (e.g., BC Criminal Records Review Act), or because of the risk management policies of the organization with which the student will be associated. Students are responsible for providing authorization for the review to the employer, practice agency or professional organization upon request and/or cooperating in the conduct of the review as needed. Without this authorization or cooperation, an organization may revoke its offer of employment or placement. Usually, the student must pay for the review, although some employers will absorb the costs. Some 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.

Nursing students in BC have a Criminal Record Review completed with their CRNBC student registration. If you are not registered with CRNBC you must have the criminal Record Check completed and returned to the organiza-

tion where your practice is scheduled prior to starting your placement. The required form is available at police stations.

Students undertaking practice experiences in a jurisdiction outside BC are responsible to ensure they have a Criminal Record Review or equivalent if required by their practice experience agency.

Applicants or students with criminal convictions are advised to contact the appropriate registered nurses' association with regard to specific questions involving criminal convictions and ability to register as a nurse in the jurisdiction in which they are undertaking their practice experience.

## Health Insurance Coverage

All students must maintain basic and extended health care coverage throughout the duration of the program.

## Personal Respirator Fit Testing

Students must be fit-tested before initial use of their personal respirators and annually thereafter while in the MN program, and they must provide evidence of a personal respirator quantitative fit-test prior to attending any practice placement and to remain registered in the program.

## Agency Orientation/Instruction

If not already completed, or as mandated by the agency prior to or at the start of a practice experience, students must fulfill the requirements for staff orientation, and health records and medication management instruction.

## Immunizations

Many agencies require proof of current immunizations. All costs and responsibilities are the responsibility of the individual student and must be provided to the agency upon request.

## Current Basic Life Support Certificate

All MN students must provide evidence of successful completion of a basic life support level-C course no more than 12 months prior to admission. Current CPR level-C certification must be on file in the School of Nursing to remain registered in the program.

## Oath of Confidentiality

Some agencies may require students to take an Oath of Confidentiality.

## Regulations Related to Active Practising Registration

In addition to the above requirements, all students must have active practising registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practising registration to the School of Nursing annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

## Non-Degree Student Practica Fee (CRNBC Nurse Practitioner Licensure Candidates)

Non-degree students completing course work to meet eligibility requirements for the NP Licensure examination with CRNBC must also pay a $750 practica fee in addition to tuition for the course(s) and any other fees associated with non-degree student status as assessed by the Faculty of Graduate Studies.

## Electronic Log Fee – Nurse Practitioner Program

Nurse Practitioner students may be required to use an electronic log system and are responsible for paying fees associated with the purchase and maintenance of this log.

## Professional Conduct and Student Progression

Within the University of Victoria School of Nursing, we are committed to open, transparent processes of evaluation. This means that we encourage students to be proactive in approaching their instructors about past progress and challenges as each new course starts. Faculty and staff at the School of Nursing work as a team to maximize learning opportunities and enhance the quality of instruction. Evaluative feedback about current and past student progress is shared by course instructors with other faculty or staff in the School of Nursing as needed in order to promote student success.

All students in the School of Nursing are subject to the provisions of the Canadian Nurses Association Code of Ethics for Registered Nurses, and the College of Registered Nurses of British Columbia (CRNBC) Professional or Practice Standards (or the equivalent in the province/territory/ state in which the student practises). In addition to the above, the following School of Nursing practice regulations apply:

i) Where a student is enrolled in a Nursing Practice Course and there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in a nursing practice course has adversely affected, or may adversely affect, those associated with the practice placement including:

  • clients and/or their families
  • student peers, or
  • health care professionals or others in health related fields liaising with the UVic School of Nursing

OR The student has breached the Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student's practicum is located), the course instructor may then:

  a) restrict activities of the student in the course in such manner as the instructor deems appropriate and/or
  b) suspend the student's continued participation in the course prior to the course end date, and/or
  c) assign a failing grade (grade F or N) to the student's performance in the course and report the failure to the Graduate Education Committee.

ii) The School of Nursing Graduate Education Academic Review Committee will review a student's enrolment in a nursing practice course (including review of practice appraisals) and/ or the nursing degree program where:

  a) a failing grade (grade of F or N) has been assigned to the student's performance in a course,

  b) a report has been received that a student has breached the HSD Faculty Guidelines for Professional Conduct or Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student's practicum is located).

After receiving a written request from the student, and giving the student an opportunity to be heard by telephone conference call, or in person, the Graduate Education Academic Review Committee (includes supervisor, interim supervisor or supervisory committee as applicable) may recommend to the Faculty of Graduate Studies that a student be permitted to retake a course in which a student has been assigned a failing grade (with or without additional requirements/conditions), OR require the student to withdraw from the graduate program in which the student is enrolled.

## ADMISSION REQUIREMENTS

### General

Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website <registrar.uvic.ca/grad> or the School of Nursing website: <nursing.uvic.ca>. Each applicant will be assessed individually by the School of Nursing.

It is strongly recommended that all applicants to graduate programs in the School of Nursing complete NURS 425 (formerly HSD 425), Quantitative and Qualitative Analysis, or an equivalent data analysis or introductory statistics course prior to admission. This course must have been completed within five years of application, with a grade of B or above. Those who have not will be required to complete NURS 425 or equivalent by the end of the first term of study in the program, as an additional course.

### Admission to the PhD Program

All interested applicants are required to contact the PhD Program Coordinator in the School of Nursing before beginning the application process.

Applicants will usually hold a baccalaureate and master's degree in Nursing. Master's degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.

Applicants will be expected to have achieved a minimum Grade Point Average (GPA) of 7 (or equivalent) on the UVic scale of 9 in their master's program although students who have achieved a GPA of less than 7 and have appropriate work experience and additional credentials may be considered. In keeping with the current regulations of the Faculty of Graduate Studies, there will be no residency requirement per se. Nonetheless, students will be expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements within specified time limits.

### Direct Admission from UVic MN to PhD

The option of admitting directly from the MN program at UVic to the PhD program is intended for exceptional students who bring capacities and aptitude to be successful in doctoral studies and meet the recommended criteria. Please visit the website 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 obtained from the Graduate Admissions and Records Office, or website, <**registrar.uvic.ca/grad**> or downloaded from the School of Nursing website <**nursing.uvic.ca**>. Applicants must provide two academic references. In addition, the School of Nursing requires the following:

- Evidence of your facility at scholarly writing for example, a published article, a chapter from your Master's thesis or a major paper submitted in a graduate course.
- Curriculum Vitae (see the pdf file: *Guidelines for Curriculum Vitae.*)
- All application materials must be submitted to the Faculty of Graduate Studies by January 15 of each year in order to be considered for UVic Fellowship Awards. Late applications will be considered if space is available.
- Short-listed applicants will be invited to participate in a face-to-face or telephone interview.
- Applicants will be notified of admission to the program by March 15 of each year.

Please also check the School of Nursing website for ongoing program updates, <**nursing.uvic.ca**>.

### Admission To Master's Programs

Applicants must usually hold an academic undergraduate degree in nursing. Usually a B+ average (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work is a minimum requirement for admission. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of 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 pro-

grams of nursing education in Canada. In order to ensure that applicants have the preparation to be successful at the graduate level prior to consideration for full admission, graduates from programs not accredited by the Canadian Association of Schools of Nursing (CASN) may be required to take a limited number of graduate level nursing courses as unclassified non-degree students, achieving a grade of B or above in each. These courses may be accepted for transfer credit in the MN program if the student is subsequently accepted.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies including submitting academic transcripts, letters of recommendation and application forms. In addition, applicants must submit a curriculum vitae outlining complete work and education history, and an employer's reference. A personal statement of intent related to the program is required. Students whose first language is not English require an acceptable score on an approved English language competency test (see "English Competency Requirement", page 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 HSPnet form for use and disclosure of student information for practicum purposes.

Applicants to the double degrees option in Nursing and Health Informatics must meet admission criteria for both programs and must apply to both Schools. Application guidelines and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information Science websites.

Applicants approved by the Faculty of Graduate Studies to take courses as non-degree graduate students may seek permission to register in graduate level courses in the Faculty of Human and Social Development, including the School of Nursing (one course only). The School of Nursing limits enrolment to one course prior to application to a graduate program. The course must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Human and Social Development is not an offer of admission to any School of Nursing or Faculty of Human and So-

cial Development graduate program, nor does it facilitate admission or unduly advantage applicants.

All students entering a graduate program in Nursing must have access to the Internet, email and Microsoft Office (i.e. Word and PowerPoint) for the duration of the program.

Synchronous learning sessions (booked online classes in real time) may be required for all MN 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, and for eligibility for financial support. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, these dates.

## 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 119).

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; however, preference will be given to full-time applicants. Students admitted to the programs on a part-time basis may face limitations to their course scheduling and will be required to pay full-time fee installments when registered in courses of 3 or more units. Part-time students may pay more for their program, depending on completion times.

All master's students must complete program requirements within five years of admission to the program.

## Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Thesis Option)

The Master of Nursing degree in Advanced Practice Nursing, Advanced Practice Leadership (APL) option, offered by the University of Victoria School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.

Graduates of the program will be leaders in three spheres of influence: 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 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 Credit", page 28. 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.

### Thesis Option (22.5 units):

Required Core APN courses (4.5 units)

| | | |
|---|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |

Required APN Concentration courses (9.0 units)

| | |
|---|---|
| NURA 516 (1.5) | Leadership in Advanced Practice Nursing I: Nursing Leadership |
| NURA 517 (1.5) | Nursing Praxis I: Population and Setting of Practice |
| NURA 518 (3.0) | Nursing Praxis II: Population and Setting of Practice |
| NURA 519 (1.5) | Leadership in Advanced Practice Nursing II: Systems Leadership and Health Policy |
| Electives (1.5) | Chosen in consultation with the supervisor |

One of the following research courses or a research course approved by the supervisor (1.5 units)

| | |
|---|---|
| NURA 503 (1.5) | Qualitative Approaches to Research in Nursing |
| NURA 504 (1.5) | Phenomenological and Hermeneutic Approaches to Inquiry |
| NURA 509 (1.5) | Program Evaluation |
| NURA 549 (1.5) | Health Services Research |
| NURS 593 (1.5) | Thesis/Project Seminar |
| NURA 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 com-

mitments. Students studying full-time will normally complete the entire program (including the thesis) within three years. All students, whether part-time or full-time have five years to complete the degree.

## Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Non-Thesis Option)

### Course Requirements

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 Credit", page 28. Students will usually be required to complete NURS 506 and 507 prior to enrolling in any practice courses.

An oral examination of the project will be required. The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

### Practice Project Option (19.5 units):

Required Core APN courses (4.5 units)

| | |
|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |

Required APN Concentration courses (10.5 units)

| | |
|---|---|
| NURA 516 (1.5) | Leadership in Advanced Practice Nursing I: Nursing Leadership |
| NURA 517 (1.5) | Nursing Praxis I: Population and Setting of Practice |
| NURA 518 (3.0) | Nursing Praxis II: Population and Setting of Practice |
| NURA 519 (1.5) | Leadership in Advanced Practice Nursing II: Systems Leadership and Health Policy |
| Elective (3.0) | Chosen in consultation with the supervisor |
| NURS 593 (1.5) | Thesis/Project Seminar |
| NURA 598 (3.0) | Practice Project |

## Master of Nursing, Advanced Practice Nursing: Nurse Educator Option – by Distributed Learning (Thesis Option)

The Master of Nursing degree in Advanced Practice Nursing, Nurse Educator (NUED) option, offered by the University of Victoria, School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for advanced 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 22.5 units of study for the NUED thesis option including an onsite program orientation prior to program

commencement. In addition to completing ten 1.5 unit courses, described below, students will complete a six (6) unit thesis. An oral examination of the thesis proposal and the completed thesis will be required.

### Nurse Educator Thesis Option (22.5 units):

Required Core APN courses (4.5)

| | |
|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |

Required NUED courses (7.5 units)

| | |
|---|---|
| NUED 570 (1.5) | Engaging with Pedagogy: Teaching and Learning in Nursing Education |
| NUED 571 (1.5) | Critical Analysis of Discourses in Nursing and Nursing Education |
| NUED 572 (1.5) | Critical Examination of Processes in Nursing Education |
| NUED 573 (1.5) | Nurse Educator Practice I |
| NUED 574 (1.5) | Nurse Educator Practice II |
| Elective (1.5) | Chosen in consultation with the supervisor |

One of the following research courses or a research course approved by the supervisor (1.5 units)

| | |
|---|---|
| NURA 503 (1.5) | Qualitative Approaches to Research in Nursing |
| NURA 504 (1.5) | Phenomenological and Hermeneutic Approaches to Inquiry |
| NURA 509 (1.5) | Program Evaluation |
| NURS 593 (1.5) | Thesis/Project Seminar |
| NUED 599 (6.0) | Nurse Educator Thesis |

## Master of Nursing, Advanced Practice Nursing: Nurse Educator Option – by Distributed Learning (Non-Thesis Option)

The Master of Nursing degree in Advanced Practice Nursing, Nurse Educator (NUED) option, offered by the University of Victoria, School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for advanced nurse educator roles in multisectoral settings.

Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.

### Course Requirements

Students are required to complete 19.5 units of study for the NUED project (non-thesis) option including an onsite program orientation prior to program commencement. In addition to completing ten 1.5 unit courses, described below, students will complete a three (3) unit project.

An oral examination of the completed project will be required. The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

**Nurse Educator Project Option (19.5 units):**

Required Core APN courses (4.5 units)

| | |
|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |

Required NUED courses (7.5 units)

| | |
|---|---|
| NUED 570 (1.5) | Engaging with Pedagogy: Teaching and Learning in Nursing Education |
| NUED 571 (1.5) | Critical Analysis of Discourses in Nursing and Nursing Education |
| NUED 572 (1.5) | Critical Examination of Processes in Nursing Education |
| NUED 573 (1.5) | Nurse Educator Practice I |
| NUED 574 (1.5) | Nurse Educator Practice II |
| Elective (3.0) | Chosen in consultation with the supervisor |
| NURS 593 (1.5) | Thesis/Project Seminar |
| NUED 598 (3.0) | Nurse Educator Practice Project |

## Master of Nursing, Advanced Practice Nursing: Nurse Practitioner Option – by Distributed Learning (Non-Thesis 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 practice oriented, theory-based 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 onsite 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.

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 1) (must be taken concurrently with NUNP 544) |
| NUNP 544 (1.5) | Integrated Primary Health Care and Advanced Practice Nursing I (Practice) (Adult 1) (must be taken concurrently with NUNP 543). |
| NUNP 545 (1.5) | Integrated Primary Health Care and Advanced Practice Nursing II (Theory) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 546). |
| NUNP 546 (1.5) | Integrated Primary Health Care and Advanced Practice Nursing II (Practice) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 545). |
| NUNP 547 (1.5) | Integrated Primary Health Care and Advanced Practice Nursing III (Theory) (Adult II) (must be taken concurrently with NUNP 548) |
| NUNP 548 (1.5) | Integrated Primary Health Care and Advanced Practice Nursing III (Practice) (Adult II)(must be taken concurrently with NUNP 547) |
| NUNP 537 (1.5) | Family Nurse Practitioner Internship |
| NURS 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 597 (1.5) | Evaluation Project |

## Master of Nursing, Advanced Practice Nursing: Master of Science in Health Informatics: Double Degrees Option

The Double Degrees option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.

### Course Requirements

Students are required to complete 31.5 program units including an onsite program orientation prior to program commencement. In addition to completing 24.5 units of course work students will complete a 6 unit thesis. An oral examination of the thesis proposal as well as the completed thesis will be required. There are also two required cooperative learning experiences in this option. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting.

Required core APN courses (6.0 units)

| | |
|---|---|
| NURS 506 (1.5) | Philosophical Knowledge and Advanced Practice Nursing |
| NURS 507 (1.5) | Theoretical Knowledge and Advanced Practice Nursing |
| NURS 508 (1.5) | Methodological Knowledge and Advanced Practice Nursing |
| NURS 565 (0.5) | Trends and Issues in Advanced Practice Nursing (one) |
| NURS 566 (0.5) | Trends and Issues in Advanced Practice Nursing (two) |
| NURS 567 (0.5) | Trends and Issues in Advanced Practice Nursing (three) |

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 |

## PhD in Nursing

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 for a 2-week orientation and will be expected to travel to the UVic campus for another week during the spring or summer of that year. 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). Those who elect the on-campus delivery at a part-time (rather than full-time) rate may have some courses available only in the distance option as they progress into year 2 or 3.

Please contact the School of Nursing for further details.

The goal of the Doctoral Program in Nursing is to prepare nurse scholars to contribute to disciplinary knowledge, to demonstrate a critical understanding of works of scholars in the field, and to conduct original research. Programmatic study involves engagement with a variety of philosophical and theoretical perspectives and methodological modes of inquiry with a view to human health. Graduates will be prepared to launch a program of research that addresses professional nursing practice, policy, or education as a way of enacting their chosen career paths.

PhD in Nursing graduates will be prepared to contribute to nursing knowledge in the following domains:

1. Research: Generating or extending disciplinary knowledge that informs and guides professional practice.
2. Teaching: Exploring processes of coming to know in relation to nursing knowledge, its influence on professional practice, and its use in research inquiry.
3. Practice: Generating, expanding, and critiquing nursing knowledge for the enhancement of professional practice.
4. Administration: Developing, critiquing, and implementing nursing and health policy in relation to disciplinary growth and professional practice.

### Course Requirements

Programs of study are planned in relation to specified foci of nursing scholarship in concert with program design, supervisor expertise, and anticipated contributions to knowledge.

The PhD program requires satisfactory completion of at least 13.5 units of coursework (including a mandatory NURS 693 Candidacy Examination preparation course and Dissertation Seminar), candidacy exams, a 30-unit Dissertation, and a final oral examination for a total program requirement of 43.5 units. Students who are not enrolled in the PhD in Nursing program may take only one course in the program with the permission of the instructor in the course.

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 re-

search area, and is distinct from all other required PhD courses.

### Required courses

Nursing Science
NURS 601 (1.5)   Philosophy in Nursing
NURS 602 (1.5)   Epistemological Discourses in the Study of Nursing

Research
NURS 604 (3.0)   Research Methods for Nursing and Health Care
NURS 680 (1.5-4.5) Special Topics in Research Methods
NURS 693 (3.0)   Candidacy Examination

Seminars

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, Research Internship

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 internships will be available. You will need to discuss the appropriateness of elective courses with a graduate academic adviser or your supervisor. The following courses may be

of interest to students seeking to deepen their appreciation of research within the discipline (NURA 503, 504, NURS 680, 690).

### Elective course options for all nursing graduate programs

The following courses may be applied by fourth year BSN (with permission), MN and PhD in Nursing students to respective BSN, MN or PhD program requirements. Students outside of the program option may choose from:

- Advanced Practice Leadership: NURA 503, 504, 509, 514
- Health Information Science: HINF 572, and one of 550, or 450. HINF 450 requires permission from department.
- Nurse Educator: NUED 570
- Nurse Practitioner: NUNP 531, 532, 540/541 (with permission from department). NURS 565, 566, 567.

## Co-Operative Education

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and work place experience – is available only in the double degrees option Nursing and Health Information Science, and is required. Master's students in the double degrees option complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Students should contact the Health Information Science Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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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    Canada
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    Clearihue, C205
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    University of Victoria
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Graduate Adviser: Michael Bodden
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  Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6272
Graduate Secretary: Joanne Denton
  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

*Shelly Chan, PhD (Calif, Santa Cruz)*
  Nationalism and transnationalism; migration and diaspora; gender; East Asian and world history

*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)

*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 poetics/ theatre

*Daromir Rudnyckyj, PhD (Calif, Berkeley)*
  Indonesia/Southeast Asia. Globalization, religion, transnationalism, ethics, development, Islam, the state

## Adjunct Faculty Member and Areas of Research

*Daniel Bryant, PhD (British Columbia)*
  Pre-modern Chinese poetry; textual criticism

*Robert Florida, PhD (McMaster)*
  Contemporary ethical issues in Buddhism: environment, medical ethics, war and violence, human rights

*Jordan Paper, PhD (Wisconsin, Madison)*
  East Asian Studies, Chinese religious traditions

## Degrees and Specializations Offered
### MA

Students may define their program of study by choosing to concentrate on (1) the Area Studies Stream (the social, cultural, historical, political and economic aspects of China, Japan, Oceania, or Southeast Asia); or (2) the Literary and Textual Studies Stream (the literary, artistic and cultural forms of China, Japan or Southeast Asia). Both streams emphasize the contemporary period and take an interdisciplinary approach to learning and research.

## Facilities

The University of Victoria is building, within the University's McPherson Library, a suitable collection of materials on the Asia-Pacific region. The department also makes every effort to provide students who require it modest funding for a research visit to the more extensive Asia-Pacific collections available in the University of British Columbia libraries in Vancouver. The University of Victoria is the home of the Centre for Asia-Pacific Initiatives and the Centre for the Study of Religion and Society, which offer Fellowships and other programs and assistance to Pacific and Asian Studies graduate students with research plans corresponding to these Centres' respective mandates.

The University's Humanities Computing and Media Centre and its CALL (Computer Assisted Language Learning) Facility are also excellent resources for students delving into studies and research in Pacific and Asian languages, linguistics, and computer assisted learning.

## Financial Support

Pacific and Asian Studies students are eligible for University of Victoria Fellowships on a competitive basis. In addition, the department offers several top-up scholarships of varying amounts. Teaching and research assistantships are also available on a competitive basis. Eligibility for funding is based upon GPA in the last two years of undergraduate studies, suitability for teaching assignments, and continued good progress in the student's graduate program. Students receive priority for funding during the first two years of the MA program. Prospective students are also encouraged to apply for external funding, such as SSHRC scholarships.

## ADMISSION REQUIREMENTS
### Admission To Master's Programs

Candidates for admission to the MA program should have a minimum B+ (6.0) average in their last two years of undergraduate study and preferably have obtained their undergraduate degree in Asian Studies or a disciplinary field with significant Asia/Pacific-related course work. International students whose native language is not English must also include results from the Test of English as a Foreign Language or equivalent, with a minimum score of 575 (written).

### Deadlines

Applicants from outside Canada must submit their application and all necessary materials by December 15. The deadline for domestic applicants is January 15. Students wishing to be considered for a University of Victoria Fellowship must apply by these deadlines.

## PROGRAM REQUIREMENTS

The Department of Pacific and Asian Studies offers graduate programs leading to the degree of Master of Arts. The MA includes course work and the writing of a thesis or major research paper.

Students may choose either a Long Thesis option or a Short Thesis option. Both options require 15 units of work.

### Master's – Long Thesis Option

This program requires 6 units of course work and a 9-unit thesis.

#### 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 90-120 pages.

#### Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

#### Program Length

The MA degree generally takes two years to complete, including the thesis, and normally requires the first year of study on campus as a full-time student.

No later than January 31 of the first year of study, the student will have formed her/his supervisory committee in consultation with the student's supervisor.

The student may submit her/his thesis proposal to all members of the supervisory committee once the student has completed his/her mock proposal defense no earlier than April 1st and no later than June 30th of the first year of study.

### Master's – Short Thesis Option

This program requires 9 units of course work and a 6-unit thesis.

## Course Requirements

Normally students must complete the following 1.5 unit courses for the Area Studies Stream: PAAS 500, 520, 550 and 590. Normally, students must complete the following 1.5 unit courses for the Literary and Textual Studies Stream: PAAS 501, 521, 550 and 590. Students may also select from among the following electives: PAAS 580 or PAAS 590 (taught by faculty member other than supervisor). Students may also take one undergraduate course numbered 300 or higher for graduate credit (subject to approval by the Graduate Adviser). Additional courses may be taken from other departments, up to a maximum of 3 units, selected in consultation with the Graduate Adviser and the student's supervisor, and with permission of the other departments.

## Other Requirements

In the case of students whose research topic requires them to use original language materials, supervisors may require additional language courses or a period of study overseas either before admission or during the course of the program.

## Thesis

In this program, students write a thesis (PAAS 599) of 70-90 pages.

## Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

## Program Length

The MA degree generally takes two years to complete, including the thesis, and normally requires the first year of study on campus as a full-time student.

No later than January 31 of the first year of study, the student will have formed her/his supervisory committee in consultation with the student's supervisor.

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-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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, Metaphilosophy, 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
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    PO Box 3045 STN CSC
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Chair: Dr. James O. Young
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Graduate Adviser: Colin Macleod
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Graduate Secretary: Jill Evans
    Email: phil2@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7512

## Faculty Members and Areas of Research

*Margaret Cameron, PhD (Toronto)*
Medieval Latin philosophy, ancient philosophy, philosophy of language, logic

*Jeffrey E. Foss, PhD (Western Ontario)*
Philosophy of science, philosophy of mind, philosophical psychology

*Cindy L. Holder, PhD (Arizona)*
Social and political philosophy, philosophy of law, feminist philosophy

*Eike-Henner W. Kluge, PhD (Michigan)*
Medical ethics, medieval philosophy, information ethics

*Colin Macleod, PhD (Cornell)*
Contemporary political philosophy, ethics, and philosophy of law

*Michael J. Raven, PhD (New York University)*
Metaphysics, philosophy of language, epistemology, philosophy of mind

*Patrick Rysiew, PhD (Arizona)*
Epistemology, early modern philosophy, philosophy of language and philosophy of mind/cognitive science

*David Scott, PhD (Reading)*
Early modern philosophy, history of philosophy

*James Tully, PhD (Cambridge)*
Political philosophy, history of political philosophy, contemporary political philosophy

*Joshua Wilburn, PhD (Princeton)*
Ancient philosophy, moral philosophy, applied ethics, history of modern philosophy, epistemology, metaphysics, aesthetics

*Scott Woodcock, PhD (Toronto)*
Ethics, philosophy of biology

*Audrey Yap, PhD (Stanford)*
Logic, philosophy of mathematics, history of mathematics and logic

*James O. Young, PhD (Boston)*
Philosophy of language, aesthetics and metaphysics

## Degrees and Specializations Offered

The Department of Philosophy offers a program of graduate study leading to the degree of Master of Arts. Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy.

## Facilities

The University library holds around 25,000 Philosophy volumes. Currently we have 79 active journal subscriptions, including print and online subscriptions. These holdings are supplemented by the collection of the Department's reading room.

## Financial Support

Entering students receive competitive financial packages tenable for two years, subject to satisfactory performance. Students must apply by February 1st to be considered for a University Graduate Fellowship. Financial assistance may also be available in the form of RAs, TAs and departmental scholarships. All eligible students should apply for funding from external sources including Social Sciences and Humanities Research Council (SSHRC).

## ADMISSION REQUIREMENTS

### Admission to the Master's Program

The Department of Philosophy normally accepts students for September entry only.

In addition to the admission requirements of the Faculty of Graduate Studies, the Department of Philosophy also requires a copy of the application form, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests by February 1st.

Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy. Students must have a minimum B+ (6.0) average of the final 30 units of credit (or equivalent) of their Bachelor's degree. The Department requires a minimum score of 580 on the standard TOEFL test for applicants whose native language is not English.

### Deadlines

A copy of the application form sent to the Graduate Admissions and Records Office, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests must be received in the Department of Philosophy by February 1st.

## PROGRAM REQUIREMENTS

### Master's Program

#### Course Requirements

Students must fulfill three requirements:

1. Take 9 units of 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 "General Regulations: Graduate Co-op" on page 30.

# Physics and Astronomy

## GENERAL INFORMATION

### Contact Information

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Department of Physics and Astronomy
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Canada
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Fax Number: . . . . . . . . . . . . . . . . . 250-721-7715
Email: offi-l@phys.uvic.ca
Website:
Chair: Dr. Robert V. Kowalewski
Email: chair@phys.uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7698
Graduate Adviser: Dr. Sara Ellison
Email: physgrad@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7737
Graduate Secretary: Monica Lee
Email: physgrad@uvic.ca
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## Faculty Members and Areas of Research

*Justin Albert, PhD (Princeton)*
Experimental nuclear and particle physics

*David Andersen, PhD (Pennsylvania State)*
Astronomy and astrophysics

*William Ansbacher, PhD (Otago)*
Medical physics

*Alan Astbury, PhD (Liverpool)*
Experimental nuclear and particle physics

*Arif Babul, PhD (Princeton)*
Astronomy and astrophysics

*Parminder Basran, PhD (Calgary)*
Medical Physics

*Wayne A. Beckham, PhD (Adelaide)*
Medical physics

*George A. Beer, PhD (Saskatchewan)*
Nuclear physics

*John P. Blakeslee, PhD (Massachusetts Institute of Technology)*
Astronomy and astrophysics

*Byoung-Chul Choi, PhD (Freie Universität Berlin)*
Experimental condensed matter physics

*Fred. I. Cooperstock, PhD (Brown)*
General relativity and astrophysics

*Patrick Côté, PhD (McMaster)*
Astronomy and astrophysics

*David Crampton, PhD (Toronto)*
Astronomy and astrophysics

*Orsola De Marco, PhD (University College London)*
Astronomy and Astrophysics

*Rogerio de Sousa, PhD (Maryland)*
Theoretical condensed matter physics

*James Di Francesco, PhD (Texas)*
Astronomy and astrophysics

*Sara L. Ellison, PhD (Cambridge)*
Astronomy and astrophysics

*Laura Ferrarese, PhD (Johns Hopkins)*
Astronomy and astrophysics

*Isabelle Gagné, PhD (Alberta)*
Medical physics

*F. David A. Hartwick, PhD (Toronto)*
Astronomy and astrophysics

*Falk H. Herwig, PhD (Potsdam and Kiel)*
Astronomy and astrophysics

*Michelle Hilts, PhD (British Columbia)*
Medical physics

*Hendrik Hoekstra, PhD (Groningen)*
Astronomy and astrophysics

*Robert E. Horita, PhD (British Columbia)*
Geomagnetism and space physics

*Werner Israel, PhD (Trinity)*
Theoretical astrophysics

*Andrew I. Jirasek, PhD (British Columbia)*
Medical physics

*Doug Johnstone, PhD (University of California, Berkeley)*
Astronomy and astrophysics

*Dean Karlen, PhD (Stanford)*
Experimental particle physics

*J.J. Kavelaars, PhD (Queen's)*
Astronomy and astrophysics

*Richard K. Keeler, PhD (British Columbia)*
Experimental nuclear and particle physics

*Jody M. Klymak, PhD (Washington)*
Physical oceanography

*Akira Konaka, PhD (Kyoto)*
Experimental nuclear and particle physics

*Shane M. Koscielniak, PhD (Oxford)*
Experimental nuclear and particle physics

*Pavel Kovtun, PhD (Washington)*
Experimental nuclear and particle physics

*Robert V. Kowalewski, PhD (Cornell)*
Experimental nuclear and particle physics

*Michel Lefebvre, PhD (Cambridge)*
Experimental particle physics

*Brenda C. Matthews, PhD (McMaster)*
Astronomy and astrophysics

*Robert McPherson, PhD (Princeton)*
Experimental nuclear and particle physics

*Nikolitsa (Lia) Merminga, PhD (Michigan)*
Experimental nuclear and particle physics

*David Morrissey, PhD (Chicago)*
Theoretical particle physics

*Julio F. Navarro, PhD (Universidad Nacional de Córdoba)*
Astronomy and astrophysics

*Arthur Olin, PhD (Harvard)*
Experimental nuclear and particle physics

*Charles E. Picciotto, PhD (California)*
Theoretical nuclear and particle physics

*Maxim Pospelov, PhD (Budker)*
Theoretical particle physics and cosmology

*Christopher J. Pritchet, PhD (Toronto)*
Astronomy and astrophysics

*Adam Ritz, PhD (Imperial College, London, UK)*
Theoretical particle physics

*J. Michael Roney, PhD (Carleton)*
Experimental nuclear and particle physics

*Thomas J. Ruth, PhD (Clark)*
Medical physics

*Colin D. Scarfe, PhD (Cambridge)*
Astronomy and astrophysics

*David Schade, PhD (Victoria)*
Astronomy and astrophysics

*Luc Simard, PhD (Victoria)*
Astronomy and astrophysics

*Randall J. Sobie, PhD (Toronto)*
Experimental nuclear and particle physics

*Geoffrey M. Steeves, PhD (Alberta)*
Experimental condensed matter physics

*Peter Stetson, PhD (Yale)*
Astronomy and astrophysics

*Isabel Trigger, PhD (Montréal)*
Experimental nuclear and particle physics

*Don A. VandenBerg, PhD (Australian National University)*
Astronomy and astrophysics

*Kimberley A. Venn, PhD (Texas-Austin)*
Astronomy and astrophysics

*Jean-Pierre Véran, PhD (École Nationale Supérieure des Télécommunications - Paris)*
Astronomy and astrophysics

*Gordon Walker, PhD (Cambridge)*
Astronomy and astrophysics

*Arthur Watton, PhD (McMaster)*
Nuclear magnetic resonance in solids and liquids

*Derek M. Wells, PhD (Clemson)*
Medical physics

*Jon P. Willis, PhD (Cambridge)*
Astronomy and astrophysics

*Stephenson Yang, PhD (British Columbia)*
Astronomy and astrophysics

*Sergei F. Zavgorodni, PhD (Tomsk, Russia)*
Medical physics

## Degrees and Specializations Offered

The Department of Physics and Astronomy offers programs of study and research leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD).

All degrees are awarded with a major in Physics, while the department offers research specialization in the areas of study listed below. Note that the program requirements differ for research with a specific concentration in Astronomy, Medical Physics, or Ocean Physics.

### Areas of Study

**Astronomy and Astrophysics:** Faculty research interests include galaxy formation and evolution, clusters of galaxies, large-scale structure, computational astrophysics, galactic structure, stellar structure and evolution, stellar atmospheres, gravitational lensing, binary/multiple stars, and astrometry of comets and asteroids. The Astronomy Group benefits from close relations with the nearby Herzberg Institute of Astrophysics, its staff, telescopes (1.2m and 1.8m), and instrumentation. Faculty and students also have access to Canadian facilities such as the Canada-France-Hawaii 3.6m Telescope, the James Clerk Maxwell mm/submm Telescope, and the Gemini twin 8m telescopes.

**Condensed Matter Physics:** Condensed Matter Physics is the study of materials and their properties. The main focus at the University of Victoria is on nanoscale physics, in which the physical properties of magnetic, semiconductor and superconducting materials are studied on the nanometer range, that is, a bit larger than the size of individual atoms. Nanoscale physics is a new and rapidly developing field that encompasses both fundamental studies and applications. Current research activities include ultrafast magnetic imaging using modern femtosecond laser techniques, in-situ studies of magnetic properties of both thin film and nanostructured magnetic materials, computational magnetic microscopy, semiconductor spintronics and quantum information, dynamics of superconducting materials on nanometer length scales, and time-resolved and spin-polarized scanning tunneling microscopy.

**Experimental Particle Physics:** The particle physics group is engaged in research at facilities around the world and, as one of the designers and builders of the TRIUMF facility in Vancouver, it benefits from interactions with TRIUMF physicists and access to TRIUMF facilities. The current activities of the group include the operation of the BABAR detector at SLAC and analysis of the data collected with it; detector construction and physics studies for the ATLAS experiment at CERN; detector research and development projects associated with the T2K long-baseline neutrino experiment and future e+e linear colliders; and development and deployment of grid computing.

**Medical Physics:** Application of radiation (photons and electrons) to treatment and diagnosis. Radioisotope - diagnosis and PET studies. Work is carried out in conjunction with the Vancouver Island Cancer Centre of the BC Cancer Agency in Victoria and the life science program at TRIUMF in Vancouver.

**Ocean Physics and Geophysics:** Research is conducted in the department and also in association with the School of Earth and Ocean Sciences at UVic and at the nearby Institute of Ocean Sciences, the Pacific Geoscience Centre, and the Canadian Centre for Climate Modelling and Analysis. Current ocean physics activities include observational and theoretical studies of ocean mixing, air-sea interaction, estuarine circulation, breaking waves and bubble clouds, and the investigation of many topics related to the analysis and modelling of interannual variability of the earth's climate. The program includes applications to programs of societal concern as well as basic research.

**Theoretical Physics:** Current areas of research focus on questions in particle and astroparticle physics: the physics of the electroweak scale, the nature of dark matter, and the role of particle physics in the early universe. Further research areas include more formal study of strongly interacting regimes of quantum field theory, using various techniques e.g. from string theory. The group has links with TRIUMF, and the Perimeter Institute.

## Facilities

Close contact is maintained with the Herzberg Institute of Astrophysics (including the Dominion Astrophysical Observatory and the Dominion Radio Astrophysical Observatory), the Pacific Geoscience Centre, and the Institute of Ocean Sciences. The University of Victoria belongs to a consortium of universities which operates the meson facility TRIUMF.

## Financial Support

See <www.phys.uvic.ca/grad/grad.shtml>.

Students admitted to the graduate program in Physics and Astronomy have access to a funding package that may include: University of Victoria Awards, Research Assistantships (RAs), Teaching Assistantships (TAs), Academic Income Supplements from the Faculty of Graduate Studies, and various Donor Awards. Students eligible for external funding (e.g. from NSERC) are encouraged to apply. The Department operates under a set of financial support rules which provide guaranteed funding for all students, based on satisfactory performance and progress, for up to 2 years for an MSc and up to 5 years beyond the BSc level for those in the PhD program.

Please contact the graduate adviser of the department for additional details.

## ADMISSION REQUIREMENTS

See <www.phys.uvic.ca/grad/grad.shtml>.

Normally, applicants to the Department of Physics and Astronomy who completed their undergraduate degree at a non-Canadian university should take the Graduate Record Examination (GRE), General and Subject exams, and submit the results to the Graduate Admissions and Records Office. Applicants whose native language is not English must, in addition to the GRE, write the Test of English as a Foreign Language (TOEFL) and submit the scores to the Graduate Admissions and Records Office (see "Faculty Admissions", page 16) together with their application forms and GRE results. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

### Admission To Master's Programs (Physics and Astronomy)

UVic Honours degree in Physics or Astronomy or equivalent. Students admitted to the master's program, but with backgrounds judged to be less than that of a UVic Honours degree (e.g., a Major degree), are normally required to take additional undergraduate courses in Physics, Astronomy and Mathematics to satisfy the stated prerequisite.

### Admission to the Master's Program (Ocean Physics)

BSc Physics, Physics and Mathematics, Physics and Geology, Geophysics, or equivalent.

### Admission To PhD Programs (Physics and Astronomy)

The equivalent of an Honours Physics or Astronomy degree.

### Admission to the PhD Program (Ocean Physics)

MSc Physics, Geophysics or equivalent.

## PROGRAM REQUIREMENTS

See <www.phys.uvic.ca/grad/grad.shtml>.

Graduate students must maintain a cumulative GPA of at least 5.0 (B), with no individual grade below B-, for all required course work. Grades of C+ or lower are considered as failures of required courses. Such grades shall be reviewed by the student's supervisory committee, and a recommendation made to the department Graduate Committee.

(Note: Required courses are those specified by the supervisory committee for the student's program. The student may elect to take additional courses, and these will be identified on the student's transcript as electives.)

A student registered in a graduate program in the department is normally required to work as a laboratory instructor and/or a research assistant as an integral part of a degree program.

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.

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 is passed.

## MSc in Physics
### Program Requirements
PHYS 500A, 500B and 502A plus an additional 1.5 units chosen from the PHYS graduate course list ........................ 6.0
Additional courses as required .............. 3.0
Colloquium PHYS 560 ...................... 0.0
Thesis (normally 6.0 units) PHYS 599 ....... 6.0
Final oral examination
**Total (minimum)** ........................ **15.0**

## MSc in Physics – Concentration in Astronomy
### Program Requirements
ASTR 561 .................................. 1.5
A minimum of 4.5 units chosen from Physics and/or Astronomy graduate courses ........ 4.5
A minimum 3 additional units, as required .. 3.0
Colloquium ASTR 560 ...................... 0.0
Thesis (normally 6.0 units) PHYS 599 ....... 6.0
Final oral examination
**Total (minimum)** ........................ **15.0**

## MSc in Physics – Concentration in Ocean Physics
### Program Requirements
Normally a minimum of 6 graduate course units (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
(A student who has not previously taken PHYS 426 or its equivalent would normally take it as part of this requirement.)
Students (admitted to the master's program) not having at least one 1.5 unit senior undergraduate course in each of Electromagnetic Theory and Modern Physics are normally required to complete these courses in addition to the above requirement.
Colloquium PHYS 560 ...................... 0.0
Thesis (normally 6.0 units) PHYS 599 ....... 6.0
Final oral examination
**Total (minimum)** ........................ **15.0**

## MSc in Physics – Concentration in Medical Physics
### Program Requirements
PHYS 534, 539, 540, 544, 545, 546 ............ 7.0
Additional courses, normally at the graduate level ......................... 3.0
Colloquium PHYS 560 ...................... 0.0
Thesis (normally 6.0 units) PHYS 599 ....... 6.0
Final oral examination
**Total (minimum)** ........................ **16.0**

## PhD in Physics
### Program Requirements
1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 12.0 (of which at least 9.0 must be graduate) and including 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).
4. Dissertation, PHYS 699 (normally 30 units).
5. Final oral examination.

## PhD in Physics – Concentration in Astronomy
### Program Requirements
1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 10.5 (of which at least 7.5 must be graduate).
2. Colloquium ASTR 560 (0.0 units).
3. ASTR 661 (1.5).
4. Satisfactory completion of a candidacy examination, PHYS 693 (3.0 units).
5. Dissertation (normally 30 units) PHYS 699.
6. Final oral examination.

## PhD in Physics – Concentration in Medical Physics
### Program Requirements
1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 13 and including 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).
4. Dissertation (normally 30 units) PHYS 699.
5. Final oral examination.

## PhD in Physics – Concentration in Ocean Physics
### Program Requirements
1. Such other courses as required by the supervisory committee to bring the total of graduate course units beyond the BSc level to at least 12, of which at least 9 units must be graduate.
2. Colloquium PHYS 560 (0.0 units).
3. Satisfactory completion of the Candidacy examination, PHYS 693 (3.0 units).
4. Dissertation (normally 30 units) PHYS 699.
5. Final oral examination.

## CO-OPERATIVE EDUCATION
Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Physics and Astronomy Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Political Science
## GENERAL INFORMATION
### Contact Information
Department of Political Science
Location: Social Science and Mathematics Building, Room A316
Mailing Address:
    PO Box 3060 STN CSC
    Victoria, BC V8W 3R4
    Canada
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: <web.uvic.ca/polisci>
Chair: Dr. Amy Verdun
    Email: chairpol@uvic.ca
    Phone: ...................... 250-853-3568
Graduate Adviser: Dr. Jim Tully
    Email: gradpol@uvic.ca
    Phone: ...................... 250-853-3527
Graduate Secretary: Diane Price
    Email: poligrad@uvic.ca
    Phone: ...................... 250-721-7486

### Faculty Members and Areas of Research
*Janni Aragon, PhD (California)*
Gender and Politics, Feminist Theories and Methodologies, American Politics, Youth and Politics, Transnational Feminisms and Theories of Pedagogy.

*Colin J. Bennett, PhD (Illinois)*
Comparative politics and public policy (advanced industrial countries); American government and politics; information and communications policy

*Michelle Bonner, PhD (Toronto)*
Comparative politics; Latin American politics; democratization; human rights; social movements; police violence and reform; gender and politics.

*Marlea Clarke, DPhil (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 politic, health and human rights.

*Claire Cutler, PhD (British Columbia)*
International relations theory; international law and organization; private international trade law; international political economy; dispute resolution

*Avigail Eisenberg, PhD (Queen's)*
Democratic theory including pluralism, feminism and minority rights; Canadian politics including constitutional law and politics, minority groups, human rights and civil liberties

*Cosmo Howard, PhD (Australia National University)*
Canadian and comparative public administration, social policy, theories of individualization, public management, policy

processes, service delivery

*Matt James, PhD (British Columbia)*
Canadian constitutionalism and citizenship, Canadian politics, social movements, prestige, political theory

*Arthur Kroker, PhD (McMaster)*
Technology, culture and theory; contemporary French and German political theory; Canadian political and social thought; ethics and biotechnology

*James (Jamie) Lawson, PhD (York)*
Canadian Politics and Public Policy; natural resource policy and politics; environmental policy and politics; forest policy and politics; Canadian political economy; indigenous/newcomer relations; historical and geographical approaches to politics; philosophy of history.

*Warren Magnusson, DPhil (Oxford)*
Contemporary social and political thought; governmentality and politics; the local and the global; the political economy of the urban; urbanism as a way of life

*Dennis Pilon, PhD (York)*
Canadian and comparative democratic institutions, party systems (Western, industrialized countries), election administration, history of democratization, electoral reform, citizen engagement policies, working class politics, gay and lesbian politics

*Oliver Schmidtke, PhD (European Univ. Inst., Florence)*
Citizenship and Immigration; identity politics; comparative politics; xenophobia and racism; European integration

*Heidi Kiiwetinepinesiik Stark, PhD (Minnesota)*
Comparative Indigenous Politics, Aboriginal and Treaty Rights, Federal Indian Policy, and Indigenous Law

*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/postmodernism.

*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>.

## Facilities, Research Centres and Internships

In addition to the range of courses and faculty expertise within the department, the program has many interdisciplinary resources and opportunities. Students are encouraged to take at least one course outside of the department. There is an extensive expertise on political issues in other departments, including Indigenous Governance, Law, Philosophy, Women's Studies, History, Environmental Studies and Public Administration. In addition, all five areas of concentration in the PhD program are deeply embedded in interdisciplinary perspectives. For example, Democratic Constitutionalism involves collaboration among the Departments of Philosophy, Political Science and Law; Cultural, Social and Political Thought combines perspectives from Anthropology, English, History, Political Science and Sociology; Comparative Public Policy and Governance draws on resources from Political Science and Public Administration.

A full slate of seminars, colloquia, lectures and conferences provide many excellent opportunities for collegial interaction among graduate students and between graduate students and faculty. These include the Victoria Colloquium on Political, Social and Legal Theory which students may take for course credit. This colloquium involves the interaction of theorists with international reputations and students from a variety of disciplines.

The department also has strong ties with various research centres on campus, including the Centre for Pacific and Asian Initiatives, the Centre for Global Studies, the Centre for European Studies and the Centre for Studies in Religion and Society.

The department also collaborates in the administration of British Columbia's Legislative Internship Program. Interns may receive a two-course (3 unit) credit for a research report

related to their work (POLI 580) which they are required to submit to a two-member examination committee of the department. This program is open only to selected graduates of British Columbia universities, who must apply to the program and are chosen on a competitive basis. Further information is available at: <www.legis.gov.bc.ca/info/2-5.htm>.

## Financial Support

Political Science students are eligible for University of Victoria Fellowships. In addition, the department offers several scholarships of varying amounts. Students are automatically considered for internal scholarships and they are awarded on a competitive basis. The department also offers teaching and research assistantships, which are also awarded on a competitive basis, with priority given to incoming students. All candidates applying to our master's program by the January 15th deadline are automatically considered for a teaching assistantship. All other students must apply. All eligible students are also strongly encouraged to apply for funding from external sources such as SSHRC.

## ADMISSION REQUIREMENTS

### General

Admission into the department is determined on a competitive basis. Applications are first reviewed by the Graduate Admissions and Records Office and then by the Political Science Admissions and Awards Committee. In addition to the materials required by the Graduate Admissions and Records Office (two letters from academic referees, application form and official transcripts), the department asks all master's applicants to submit a one-to-two page statement of research interests. It requires that PhD applicants submit a two-to-five page statement of intent and a sample of their scholarly work, normally an academic paper. Not all students who meet the minimum requirements can be admitted. Typically, eight to ten MA students and two to five PhD students are admitted into the program each year.

Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have resided in Canada or other English-speaking countries for less than three consecutive years immediately prior to the session applied for, must take the Test of English as a Foreign Language (TOEFL) and achieve a minimum score of 600 (paper test).

### Admission to the Master's Program

The normal minimum for admission to the MA program is a Bachelor of Arts (BA) preferably in Political Science, with an average of B+ (6.0 GPA) in the final two full years of study leading to this degree. Students without a strong background in Political Science may be considered for admission upon completing a non-degree undergraduate unclassified year of course work in upper-level political science courses and attaining first-class standing.

### Admission to the PhD Program

The normal minimum for admission to the PhD program is a 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 ar-

eas of concentration (Contemporary Political Theory; Transnational Politics and Global Political Economy; Democratic Constitutionalism; Comparative Public Policy and Governance; Cultural, Social and Political Thought).

### Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must apply for admission to the CSPT Program Director. Only students already accepted into an MA or PhD program in English, History, Political Science or Sociology may be admitted to CSPT. For full information about the program see <**web.uvic.ca/polisci/cspt**>.

Students must meet the core graduating requirements of the individual departments as well as specific requirements of the CSPT program.

See also the entry for "Concentration in Cultural, Social and Political Thought (CSPT)", page 104.

### 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) in each of the areas in which they will be taking a candidacy examination. Students must also complete POLI 693 (Candidacy Examination—3.0 units). Students may be required to complete an additional course in methodology at the request of their supervisory committee. The remaining elective courses may be taken from PhD seminars offered by the department. Students may also choose to take one graduate course (1.5 units) (and no more than two graduate courses) from outside the Political Science department. Students must pass all course work with at least a B+ average before proceeding to the field examinations.

### Professional Development Seminar

POLI 600 is a compulsory seminar worth 1.5 units for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

### Candidacy Examinations

Field seminars will help prepare students for candidacy written and oral examinations. Readings for the candidacy exams will be broader than the course work and will be determined according to reading lists drawn up by the faculty in the field being examined and in consultation with the student. Students must successfully complete candidacy examinations in two of the following fields: Canadian Politics, Comparative Politics, International Relations, Political Theory. Students may substitute one of these examinations for an interdisciplinary examination in Comparative Public Policy and Governance or Cultural, Social and Political Thought.

### Dissertation

Within three to six months after passing the candidacy examinations, students are required to write and orally defend a dissertation proposal before their supervisory committee. The proposal and oral defense must be considered satisfactory before the student may proceed to the dissertation. All students are required to submit and orally defend a dissertation worth 30 units of credit.

### Summary of Requirements

3.0 units of field seminars (POLI 607, 608, 609, 616, 640; CSPT 601) . . . . . . . . . . . . . . . . 3.0
Elective courses . . . . . . . . . . . . . . . . . . . . . . . . . . . 4.5
Professional Development
Seminar (POLI 600) . . . . . . . . . . . . . . . . . . . . . . . 1.5
POLI 693 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3.0
Completion of two Candidacy Examinations
Dissertation Proposal
Dissertation (POLI 699) . . . . . . . . . . . . . . . . . . . 30.0
**Total** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 42.0

### PhD Program with CSPT

CSPT doctoral students must meet the core requirements of their own department as well as the specific requirements of the CSPT program. A CSPT PhD student must complete 9.0 units of course work including POLI 600 (Professional Development Seminar). Students must complete POLI 609 (1.5 units), CSPT 601 (1.5 units); two other graduate courses in Political Science (3.0 units), and one other CSPT course or a related subject approved by the CSPT program director.

Students must write a dissertation that meets the requirements of both the Department of Political Science and the CSPT program. The topic must be within the field of CSPT. At least two members of the examining committee must be affiliated with the CSPT program.

Students enrolled in the CSPT program must successfully complete a candidacy examination in CSPT.

### Summary of Requirements

POLI 609 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
CSPT 601 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
Other POLI Graduate Seminars . . . . . . . . . . . . . 3.0
CSPT Graduate Seminar . . . . . . . . . . . . . . . . . . . 1.5
Professional Development
Seminar (POLI 600) . . . . . . . . . . . . . . . . . . . . . . . 1.5
POLI 693 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3.0
Completion of two Candidacy Examinations
Dissertation Proposal
Dissertation (POLI 699) . . . . . . . . . . . . . . . . . . . 30.0
**Total** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 42.0

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for full-time Master's and PhD students. Master's students complete two work terms and PhD students

complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office before the second week of their first term. Students are also referred to "General Regulations: Graduate Co-op", page 30.

# Psychology

## GENERAL INFORMATION

The Department of Psychology offers programs leading to the degrees of Master of Science and Doctor of Philosophy. We offer training to the PhD degree in five areas of specialization: Clinical Psychology (with specialization in Neuropsychology or Life-Span Development), Cognition and Brain Science, Experimental Neuropsychology, Life-Span Development, and Social Psychology. In addition, individual programs of study leading to the PhD degree may be designed according to the interests of individual students and faculty members. The clinical psychology training program is fully accredited by both the Canadian and American Psychological Associations.

The programs are designed to provide students with:
· knowledge and training in their area of specialization
· the skills necessary to conduct and communicate the results of new research and to work co-operatively with others in a research environment; and
· opportunities to gain practical experiences in various aspects of professional psychology.

The PhD involves at least two years of study beyond the master's degree, of which at least one entire Winter Session must be as a full-time student.

For more information, please see our website.

## Contact Information

Department of Psychology
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Telephone Number:. . . . . . . . . . . 250-721-7525
Fax Number:. . . . . . . . . . . . . . . . . 250-721-8929
Email: ptaylor@uvic.ca
Website: <web.uvic.ca/psyc>
Chair: Dr. Elizabeth Brimacombe
Email: psychair@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7524
Graduate Adviser: please see our website for most current information
Graduate Secretary: Paul Taylor
Email: ptaylor@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-6109

## Faculty Members and Areas of Research

*C. A. Elizabeth Brimacombe, PhD (Iowa State)*
Eyewitness testimony, social psychology, social cognition

*Daniel N. Bub, PhD (Rochester)*
Normal object identification, category-specific agnosia, semantic memory, face recognition

*Catherine L. Costigan, PhD (Michigan)*
Clinical psychology, children and adolescents, families, immigration, culture/ethnicity, children with disabilities

*Marion F. Ehrenberg, PhD (Simon Fraser)*
Clinical psychology, parenting and adjustment in divorcing families, professional issues in child custody and access

*Mauricio A. Garcia-Barrera, PhD (U of Georgia)*
Executive functions, prefrontal cortex development, neuropsychological assessment, ADHD

*Robert Gifford, PhD (Simon Fraser)*
Environmental, social-personality

*Frederick M.E. Grouzet, PhD (UQAM)*
Social psychology, positive psychology, human motivation and self- regulation, life goals and social values, self-determination theory, psychological well-being and happiness, pro-social and pro-environmental behaviours, cultural and life transition, posttraumatic growth.

*J. Brad Hale, PhD (Loyola, Chicago)*
Neuropsychological intervention, ADHD medication response, disability subtypes, white matter function.

*Scott M. Hofer, PhD (U of Southern California)*
Cognitive aging, developmental methodology, longitudinal studies, lifespan development

*Clay B. Holroyd, PhD (U of Illinois at Urbana-Champaign)*
Neurobiological mechanisms of cognitive control, error detection and correction

*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 (UVic)*
Cognitive aging, life-span development, predictors of cognitive decline, analysis of change

*Michael E. J. Masson, PhD (Colorado)*
Cognitive psychology, memory, language comprehension, object identification, skill acquisition and computational models

*Catherine A. Mateer, PhD (Western Ontario)*
Clinical neuropsychology, cognitive rehabilitation, memory, attention and executive function, brain injury

*Ulrich Mueller, PhD (Temple)*
Development of executive function, social-communicative development, role of language in social-cognitive development, history of developmental psychology

*Andrea M. Piccinin, PhD (USC)*
Statistical methods for longitudinal data, cognitive development, aging

*Marsha G. Runtz, PhD (Manitoba)*
Clinical psychology, child maltreatment, family violence, women's health

*Ronald W. Skelton, PhD (British Columbia)*
Cognitive neuroscience, spatial cognition, recovery from brain injury, outcome measurement

*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
All applicants are considered for University fellowships, but there are many more qualified applicants than there are awards. A limited number of teaching assistantships is available from the department during the Winter and Summer sessions. Some faculty members employ stu-

dents as research assistants. All eligible students are encouraged to apply for funding from provincial (e.g., BCHRF), federal (e.g., NSERC, SSHRC) and external (e.g., Alzheimer's Society) agencies.

The Psychology department strives hard to provide at least some financial assistance to all graduate students in the programs. These are typically in the form of teaching and research assistantships. University of Victoria Fellowships and awards are available on a competitive basis. For a summary of various sources of support available to graduate students in Psychology, please see <web.uvic.ca/psyc/grad/grad-rules/Appendix_C.htm>. Specific programs (e.g., Cognition and Brain Science) have financial "packages" for graduate students. For the most up-to-date information, please see our website. All eligible graduate students are expected to apply for funding from provincial, federal and other external sources during their tenure in the graduate program.

## ADMISSION REQUIREMENTS
### General
An undergraduate degree in psychology or its equivalent with at least a B+ (6.0 GPA) average in the last two years leading to the degree is recommended. Applicants should have taken at least one course in applied statistics and courses in major areas of psychology such as learning/cognition, physiological/neuropsychology, and social/personality/abnormal psychology. Students whose first language is not English must take the Test of English as a Foreign Language and receive a score of at least 600 on the paper-based test.

### Graduate Record Examination
Under typical circumstances, applicants must provide scores from the General Test (verbal, quantitative, and analytical writing sections) of the Graduate Record Examination (GRE) unless an exemption is sought and approved by the department Graduate Executive committee. No specific cut-off scores are used to determine acceptability.

### Personal Letter
Applicant must also provide a personal letter that:
1. identifies the primary area of specialization desired
2. describes areas of research interest
3. names at least two faculty members with whom the applicant wishes to work
4. gives details of current activity (e.g., courses in progress)
5. indicates whether financial support will be required

Admission requires that a faculty supervisor is available.

### Clinical Psychology Applicants
Applicants intending to pursue clinical training with specialization in neuropsychology or life-span development must declare their intent at the time of application under Field of Study. Such applicants will then be reviewed by the admissions committee for the clinical program based on:
1. background, interest and experience

2. competitiveness of transcripts with other applicants for clinical training
3. a personal interview focusing on interests and suitability for clinical training

The academic progress and clinical aptitude of students admitted to clinical training will be reviewed annually.

Students providing psychological services to children and other vulnerable individuals at the Psychology Clinic and at practicum settings in the community will be required to complete a Criminal Record Check.

### Deadline
Applications are due at the Graduate Admissions and Records Office by the first working day in January. Students should keep in mind that substantial lead time is required to register for an take the GRE (and, if required, the TOEFL) in time for results to be received within the deadline. For students applying to the Clinical Psychology programs, all documents, including GRE scores, MUST be received the application deadline. For students not applying to the Clinical Life-Span or Clinical Neuropsychology programs, application documents (e.g., GRE scores) received after the application deadline MAY be considered, but this is not guaranteed.

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 513, 518, 532, 533

**Clinical Courses**
PSYC 506B, 581, 582, 583, 584, 585, 589

**Required Courses for the Neuropsychology Emphasis**
PSYC 540, 545A

**Required Courses for the Life-Span Development Emphasis**
PSYC 506A, 561

### Thesis
A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee. The supervisory committee must approve this proposal before the student can begin the proposed thesis study.

### Oral Examination
An oral exam of the completed thesis must be satisfactorily passed.

### Program Length
Student should expect to complete all degree requirements in two, but not more than three, years of full-time study.

### Manual for the Graduate Program in Clinical Psychology
Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

## Master of Science in Psychology
### Course Requirements
PSYC 502: Research Apprenticeship (minimum 1.5 units)

Graduate-level statistics (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 or second year of student's master's training.*

### Required Courses for the Life-Span Development Track
PSYC 561 (1.5 units); PSYC 562 (1.5 units); PSYC 563 (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 or second year of student's master's training.*

### Thesis
A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee.

### Oral Examination
An oral exam of the completed thesis must be satisfactorily passed.

### Program Length
Students should expect to complete all degree requirements in two years of full-time study.

## Doctor of Philosophy in Clinical Psychology
### Course Requirements
Methods and Statistics Requirements

PSYC 512: Research Practicum (3 units)

Two of*: PSYC 513, 518, 532, 533, 541, 564

*The two selections must be different from those taken to fulfill the MSc Methods and Statistics requirements; 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

Clinical Life Span students must also take:

Two of PSYC 588, 593, 594, 595, 596 (one of which must be 588 or 593)

**Clinical Practica & Internship**

PSYC 503, 505, 603, 606

**Required Courses for the Neuropsychology Emphasis**

PSYC 541, 543, 545B, 546A, 546B, 547, 548

**Required Courses for the Life-Span Development Emphasis**

PSYC 586B; two of PSYC 562, 563, 567, 568.

**Candidacy Examinations**

Clinical Candidacy Exams and, depending on emphasis, either a Neuropsychology Specialty and/or Life-Span Development Candidacy Exams are required.

**Dissertation**

A dissertation is required for all doctoral degree programs. A dissertation must be based on original research and should be of publishable quality. Prior to conducting the research; students are expected to orally present a proposal of their dissertation to their supervisory committee. The supervisory committee must approve this proposal before the student can begin the proposed thesis study. The completed dissertation must be satisfactorily defended at an oral exam.

**Program Length**

Students should expect to complete all degree requirements in five to six years beyond the MSc, and one year longer for students who completed their master's training at another institution.

**Manual for the Graduate Program in Clinical Psychology**

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their PhD programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

## Doctor of Philosophy in Psychology
**Course Requirements**

In addition to the MSc requirements:

Graduate-level statistics or methods (two courses)

**Required Courses for the Cognition and Brain Science Track**

At least one of PSYC 576A, B, C, or D (1.5 units); a minimum of 1.5 units of PSYC 602; a minimum of 1.5 units of PSYC 604; PSYC 577 each Winter session in residence.

Electives approved by the student's supervisory committee.

**Required Courses for the Experimental Neuropsychology Track**

PSYC 543 (1.5 units); At least one of PSYC 518* or 541*

Electives approved by the student's supervisory committee (12.0 units; may include PSYC 602).

**Required Courses for the Life-Span Development Track**

PSYC 568 (1.5 units); PSYC 564 (1.5 units); PSYC 565 or 566 (1.5 units)

Electives approved by student's supervisory committee.

**Required Courses for the Social Psychology Track**

PSYC 527* (1.5 units) and one of PSYC 519* (1.5 units), PSYC 520* (1.5 units)

Electives approved by the student's supervisory committee.

*\* If offered in first three years in program and not taken in Master's.*

**Candidacy 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.

**Manual for the Graduate Program in Clinical Psychology**

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their PhD program. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

## Co-Operative Education

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for full-time Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office before the second week of their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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
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    3rd floor, HSD Building
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    Victoria, BC  V8P 5C2
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Fax Number: . . . . . . . . . . . . . . . . . 250-721-8849
Email: padm@uvic.ca
Website: <publicadmin.uvic.ca>
Director: Evert A. Lindquist
    Email: evert@uvic.ca
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Graduate Adviser: James C. McDavid
    Email: gradspa@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-721-8055
Graduate Administrative Assistant: Judy Selina
    Email: jselina@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-721-6448

## Faculty Members and Areas of Research

*Catherine Althaus, PhD (Griffith University)*
    Political risk calculation, public sector leadership, policy-making processes, religion and politics

*Herman Bakvis, PhD (UBC)*
    Intergovernmental relations, government structure and organization, political parties and interest groups

*Michelle Brady, PhD (Alberta)*
    Gender and social policy; income support and employment programs for single parents; research methods and evaluation; political and social thought

*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.

*Lyn Davis, PhD (Florida State)*
    Research methodologies; scholarship of teaching; community housing issues; lesbian health and social services; public policy, particularly related to health and social services

*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

*Cosmo Howard, PhD (Australian National University)*
Front-line service delivery, impact of individualization of service on bureaucratic identity, autonomy of national statistics agencies

*John Langford, PhD (McGill)*
Canadian politics and government, machinery of government, administrative ethics

*Evert A. Lindquist, PhD (California, Berkeley)*
Machinery of government and policy-making, policy communities and networks, 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 double degrees JD/MPA program.

### Master of Arts in Dispute Resolution

The School offers an on campus Master of Arts in Dispute Resolution (MADR) for full-time students. The program provides students with the knowledge and skills to contribute to the development of diverse, peaceful societies through their work with public sector and civil society organizations. The MADR program includes two Co-operative Education terms. For details, see "Dispute Resolution", page 66.

### Master of Arts in Community Development

Focused on the Community Economic Development, Co-operative, and Non-profit sectors, the Master of Arts in Community Development program (MACD) is designed to provide students with the opportunity to develop their capacities in transformational change, governance, leadership, analysis, and management in order to better meet the challenges and opportunities that are facing communities at various levels. The program is offered through a combination of residential and online learning, allowing students from across Canada and internationally to participate. For details, see "Community Development" on page 57.

### 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 regular Master of Public Administration curriculum with course content and assignments tailored to meet the needs of specific professions.

### Graduate Professional Certificate in Library Sector Leadership

This program is a 5-course, part-time program which includes a 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. Student's final Master's projects and theses are archived within the administrative office of the School of Public Administration.

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 <**web.uvic.ca/gradstudies/fund**> or through their office in the University Centre. Information on bursaries and scholarships is available at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <**registrar.uvic.ca/safa**>. In addition, the provincial and federal governments 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 able to compete for UVic Graduate Awards and School of Public Administration awards for their first year, on-campus full-time students can use the income from up to three Co-operative Education work terms to help fund their studies.

Employers of many of our online students are willing to financially support their employee's professional development by providing reimbursement for tuition and, in some cases, reimbursement for texts and instructional materials.

Teaching and research assistantships are available to both online and on campus MPA students, generally after the first term of core courses is completed. Students are encouraged to inquire directly through professors, or to apply for positions that are advertised on the School's email distribution list.

### PhD

In addition to being able to compete for University of Victoria Fellowships for their first year as PhD students, the School provides opportunities for more senior PhD students to teach or assist faculty members or the School with teaching or research-related projects. These opportunities will vary from year to year and will be available on a competitive basis. School of Public Administration Awards may also be available to supplement the income from these jobs. Contact the Graduate Adviser for more information about funding opportunities.

## ADMISSION REQUIREMENTS

### General

Applications for admission are first received by the Graduate Admissions and Records Office. This office evaluates each applicant's transcripts to determine 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, students must:
- Have an undergraduate degree with a minimum B+ (6.0) average (75-79%) in the last two years (30 units) leading to the undergraduate degree. Applicants to the online program with four or more years of relevant professional experience whose grade point average is below B+ may be considered.
- Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <registrar.uvic.ca/grad> and submit a hard copy by mail.
- 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.
- Submit a professional résumé.
- Submit a Letter of Intent describing why you are seeking an MPA and how the degree relates to your career plans, personal values and goals.

Applicants are encouraged to 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. At minimum, to ensure that all documents are added to the correct application file, applicants should ensure that all online and hard copy documents submitted are under the same name and clearly indicate whether they are applying for the On Campus or the Online program.

The School's Admissions Committee assesses an applicant's ability to successfully complete the MPA program. Admission decisions are based on an evaluation of the Letter of Intent, the Academic Assessment forms or non-academic letters of reference, the applicant's academic record, applicable test scores and experience (paid or voluntary). The admission process is competitive; therefore, ensure that all your documentation is complete.

### Deadlines
- December 15 for International 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 PhD Program

To be eligible for admission, students require:
- a master's degree in a related discipline, with a minimum grade point average of A- (7.0) in the last two years of academic work; and
- demonstrated research potential.

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

To apply for the program, students must:
- Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <registrar.uvic.ca/grad> and submit a hard copy by mail.
- 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 are encouraged to 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. At minimum, to ensure that all documents are added to the correct application file, applicants should ensure that all online and hard copy documents submitted are under the same name.

In addition to the documentation required by the Faculty of Graduate Studies, the School of Public Administration requires that applicants submit a professional resume, as well as a letter of intent which provides an overview (up to a total of five single-spaced pages) of:
- the two fields in which the student plans to specialize;
- a proposed area for dissertation research illustrating the problem to be studied, possible literature and the general approach;
- the names of faculty identified as possible research supervisors; and a list of applications submitted for external funding.

The Admissions Committee assesses an applicant's ability to successfully complete the PhD program. Admission decisions are based on an evaluation of the applicant's academic record, the Academic Assessment forms (included within the application package), applicable test scores, the overview, and the availability of appropriate faculty expertise to match the applicant's chosen research area.

All short-listed candidates will be interviewed (by teleconference or in person) by a faculty admissions committee.

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

### 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 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
September 30

### 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 equivalent 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 students whose first language is not English are required to provide test results for the Test of English as a Foreign Language (TOEFL). The minimum score for the TOEFL is 610 on the

paper-based test and 102 on the Internet-based test.

## PROGRAM REQUIREMENTS

### Master's Programs

Students are admitted into either the MPA On Campus or the MPA Online program. The MPA On Campus and the MPA Online have exactly the same academic course requirements: nine required core courses supplemented by two electives.

- Core Courses
  - ADMN 502A, 502B, 504, 507, 509 or 518*, 512, 516, 551, 556, 589**
- Elective Courses
  - ADMN 518, 520, 523, 530, 531, 537, 544, 547, 548, 553, 554, 577, 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

*with permission of the department
**MPA On Campus program only

Students may not transfer from one MPA program to the other, or take 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 more 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 also have the option of undertaking a third co-operative work term at the end of their program.

#### Term 1 (Fall Term, Sept–Dec)

ADMN 502A (1.5) Research Design: Critical Appraisal of Information
ADMN 504 (1.5) Public Sector Governance
ADMN 509 (1.5) Public Sector Economics
ADMN 516* (0.0) Writing in the Public Sector
ADMN 551 (1.5) Introduction to Administrative Justice

ADMN 589 (0.0) Co-op Seminar: Introduction to Professional Practice

*Note: Some term 1 courses may include a pre-course assignment.*

*\* Note: ADMN 516 is mandatory and must be taken in conjunction with at least one other first term course.*

#### Co-op Work Term I (Spring Term, Jan–Apr)

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

#### Term 2 (Summer Term, May–Aug)

ADMN 502B (1.5) Statistical Analysis
ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization
ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement
ADMN 556 (1.5) The Public Policy Process

#### Co-op Work Term II (Fall Term, Sept–Dec)

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

#### Term 3 (Spring Term, Jan–Apr)

Students register in either:
ADMN 598 (4.5) Master's Project
or
ADMN 599 (6.0) Master's Thesis

Students selecting either option will be expected to attend the preparation seminar or review online preparation resources during this term. If required to complete their program, students also have the option to register in an online course elective (1.5 units).

#### Optional Co-op Work Term III (Summer Term, May–Aug)

Please see "Co-Operative Education", page 138.

### MPA Online Program

Courses in the MPA Online program are offered year-round. MPA Online students can 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.

#### Term 1 (Fall Term, Sept–Dec)

ADMN 502A (1.5) Research Design: Critical Appraisal of Information
ADMN 504 (1.5) Public Sector Governance
ADMN 516* (0.0) Writing in the Public Sector

*\* ADMN 516 is mandatory and must be taken in conjunction with at least one other first term course.*

*Note: Some term 1 courses may include a pre-course assignment.*

#### Term 2 (Spring Term, Jan–Apr)

ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization
ADMN 509 (1.5) Public Sector Economics

#### Term 3 (Summer Term, May–Aug)

ADMN 502B (1.5) Statistical Analysis
ADMN 551 (1.5) Introduction to Administrative Justice

#### Term 4 (Fall Term, Sept–Dec)

ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement
ADMN 556 (1.5) The Public Policy Process

#### Term 5 (Spring Term, Jan–Apr)

Students register in two course electives

#### Term 6 (Summer Term, May–Aug)

Students register in either:
ADMN 598 (4.5) Master's Project
or
ADMN 599 (6.0) Master's Thesis

Students selecting either option will be expected to attend the online 598/599 seminar during this term.

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 option is expected to be a substantial contribution to the knowledge in the field of Public Administration. An MPA thesis will demonstrate a student's mastery of a substantive body of scholarly or practice literature, as well as using appropriate and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. Individual students will work with an academic supervisor in the School of Public Administration.

#### Oral Examination

The 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: <web.uvic.ca/grad-studies/research/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 degrees may be completed in four years. The first year of the double degrees program is devoted entirely to the first year law curriculum. The second year of the program requires the completion of the required core public administration courses offered in the fall and summer terms. In consultation with the Graduate Adviser, these courses can be completed in combination with law courses, if the student wishes. The remaining two years entail the completion of all other law and public administration course requirements. Students may reduce the time in the program by enrolling in some MPA courses during the third Summer Term. Alternatively, students may participate in the Co-operative Education program. For information about the Faculty of Graduate Studies' rules governing the JD+MPA double degree program, see Registration in double degrees Programs. 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. Graduatipn 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, anb 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

| | | |
|---|---|---|
| ADMN 604 (1.5) | Theories of Public Management | |
| ADMN 605 (1.5) | Comparative Policy and Governance | |
| ADMN 620 (1.5) | Policy and Institutional Design and Analysis | |
| ADMN 621 (1.5) | Policy and Program Evaluation and Performance | |
| ADMN 607 (1.5) | Organizational Behaviour and Analysis | |
| ADMN 645 (1.5) | Organizational Change and Development | |

• two methodology courses

ADMN 602 (1.5) Research Methods in Public Administration

and a further graduate-level quantitative or qualitative methods course with the approval of the Graduate Adviser (1.5)

• at least one elective course (1.5)

Students may take graduate-level courses offered by the School of Public Administration, the Department of Political Science, other UVic departments, or other universities with the approval of the Graduate Adviser. Elective courses must be related to their two core fields of study.

• ADMN 600 (0.0) Doctoral Seminar – students will be required to register in this non-credit seminar course for the duration of their PhD program.

Students who choose comparative policy and governance as one of their fields will do coursework in both the School of Public Administration and the Department of Political Science.

The total number of courses each student is required to take will depend on the background of the student and will be decided by the student and the Graduate Adviser and approved by the Admissions and Program Standards Committee. The minimum units required for the PhD Degree is 10.5 units of coursework.

PhD students are expected to have mastery of a second or third language if it is germane to their chosen fields of study. They will be expected to acquire needed language skills in addition to their PhD coursework. No PhD credit will be given for language training.

### Candidacy

ADMN 693 (3.0) Candidacy Examination

During the second year of the program of study, students will complete candidacy Examinations in the two fields of study they have chosen. The examinations will be set by School field committees. A student who passes the comprehensive examinations is admitted to candidacy for the PhD degree.

### Dissertation

ADMN 699 (30.0) Dissertation

Upon completing the candidacy examinations, students will develop a dissertation proposal and defend the proposal in an oral presentation to their supervisory committee. Once the committee is satisfied that the dissertation proposal meets the standards of the program, students will begin their dissertation research.

### Oral Examination

Students will defend the completed dissertation in an oral examination in accordance with the regulations of the Faculty of Graduate Studies.

### Program Length

The entry date for the PhD program is September. The program operates year round. Courses, faculty members and facilities are available during Fall, Spring and Summer sessions. PhD candidates are expected to complete the program in five years.

## Graduate Professional Certificates

The courses are normally taken in the following sequence. Should a student miss a course due to personal circumstances, that student can enrol in the missed course in the next academic year (or the next offering). Note that for the Cultural and Library Sector Leadership programs, the orientation courses ADMN 517A and 517B and HA 488T (Cultural Sector students only) include required attendance at on-campus intensive sessions.

### Graduate Professional Certificate in Library Sector Leadership

| | | |
|---|---|---|
| ADMN 517A (0.5) | Graduate Professional Certificate Orientation | |
| ADMN 507A (1.5) | Public Sector Leadership: Teams, Self and Organization | |
| ADMN 530A (1.5) | Increasing Organizational Effectiveness | |
| ADMN 531A (1.5) | Strategic Human Resource Management | |
| ADMN 577A (1.5) | Strategic Planning and Implementation | |

### Graduate Professional Certificate in Cultural Sector Leadership

| | | |
|---|---|---|
| ADMN 517B (0.5) | Graduate Professional Certificate Orientation | |
| HA 488T (1.5) | Leadership in Cultural Organizations | |
| ADMN 507B (1.5) | Public Sector Leadership: Teams, Self and Organization | |
| ADMN 530B (1.5) | Increasing Organizational Effectiveness | |
| ADMN 531B (1.5) | Strategic Human Resource Management | |
| ADMN 577B (1.5) | Strategic Planning and Implementation | |

### Graduate Certificate in Evaluation and Graduate Diploma in Evaluation

The part-time online Graduate Certificate in Evaluation consists of four specified ADMN 500-level courses. Upon successful completion of the four courses, students can 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, ADMN 596 (4.5 units). Students who undertake the project, which will be supervised by a faculty member, will have an evaluation client, an agreed-upon project design, and a timeline to complete the project. A written project report will be prepared and submitted to an examination committee. Completed reports will be assessed by a committee consisting of academic instructors and practitioners, including the client for the project.

### Required Courses

**Fall**

| | | |
|---|---|---|
| ADMN 537 (1.5) | Program Evaluation and Performance Measurement | |

**Spring**

| | | |
|---|---|---|
| ADMN 580 (1.5) | Qualitative Evaluation Methods and Applications | |

**Summer**

| | | |
|---|---|---|
| ADMN 581 (1.5) | Quantitative Methods for Public Policy Analysis and Program Evaluation | |

or

ADMN 582 (1.5)  Topics in Program Evaluation, Performance Measurement, Performance Management and Knowledge Management

Fall

ADMN 544 (1.5)  Economic Evaluation Methods and Applications

For students who opt to enrol in the Diploma in Evaluation, they will then complete:

Spring

ADMN 596 (4.5)  Evaluation Project (course may take 2 terms to complete, but normally should not exceed 3 terms.)

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, workplace experience, and an opportunity to build a network of potential employers - is mandatory for MPA On Campus students. MPA On Campus students complete two work terms (a work term normally consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. A third work term is an option.

Students are required to register in ADMN 589 Co-op Seminar: Introduction to Professional Practice, in their first term in the program. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Public Health and Social Policy

## GENERAL INFORMATION

The School of Public Health and Social Policy is designed to encompass interdisciplinary and inter-professional fields of study. Within this context, health is understood as a resource for everyday living emphasizing social and personal resources as well as physical capacities. The School of Public Health and Social Policy at the University of Victoria recognizes and values:

- Collaborative action across all sectors (government organizations, non-government organizations, non-profit organizations, community coalitions, and interest groups)
- Inter-professional and multi-disciplinary approaches to practice and research
- Critical analysis drawing on principles of social justice and equity
- Political awareness and political engagement as a basis for social change
- Community-based approaches to research and knowledge development
- Partnerships with people and populations served
- Diversity and cultural safety
- Indigenous knowledge and the right to self-determination

## Contact Information

School of Public Health and Social Policy
Location: Human and Social Development Building, Room B202
Mailing Address:

School of Public Health and Social Policy
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Room B202, HSD Building
University of Victoria
3800 Finnerty Road
Victoria BC V8P 5C2
Canada
Telephone Number:. . . . . . . . . . . 250-721-8204
Fax Number: . . . . . . . . . . . . . . . . . 250-472-4109
Website: <www.uvic.ca/publichealth>
Graduate/Administrative Assistant: Carmel Chamberlain
Email: phsp@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-8204
For information about the programs contact Joan Gillie, Program Manager.
Email: jgillie@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . . 250-853-3845

## Faculty Members and Areas of Research

*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

*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

## Public Health Advisory Board

*Irving Rootman, PhD (Chair)*

*Perry Kendall, OBC, MBBS, MHSc, FRCPC*

*Marjorie MacDonald, PhD*

*Cheryl Martin, BScN, MSc*

*Darlene Martin, RN, BSN*

*Catherine Mateer, PhD*

*Jeff Reading, PhD*

*Nola Ries, LLB, MPA, LLM*

*Mary Ellen Strada, RN, MN*

*Shannon Turner, BA, BSc, MSc*

*Franklin White, MD, CM, LMCC, FRCPC, FFPH*

*Eric Young, MD, BSc, MHSc, CCFP, FRCPC*

## Degrees and Specializations Offered

The School offers a Master's of Public Health (MPH) degree for both full-time and part-time students and a Graduate Diploma in Public Health (GD) for part-time students. Both programs are offered via online/distance learning methods.

Students in either program have the opportunity to focus their studies by selecting one of four areas of focus during their program: Indigenous Peoples' Health, Public Health Informatics, Public Health Nursing, Social Policy.

## Facilities

The administrative office of the School of Public Health and Social Policy is located in Room B202, Human and Social Development Building. Master's in Public Health and Graduate Diploma students have a designated computer lab in Room B241, HSD Building.

## Financial Support

All new applicants are evaluated for the University Fellowship. The minimum standard required for consideration is a first-class standing (A-). Grade calculations and equivalencies are determined by the Graduate Admissions and Records Office. The process is competitive and meeting the minimum standard does not guarantee that students will be successful in the competition.

A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <**web.uvic.ca/gradstudies/fund/funding.html**> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through its website at <**registrar.uvic.ca/safa**>. In addition, the provincial, territorial and federal governments each offer student loans to full-time candidates who meet the requirements.

## Limitation of Enrolment

Admission to UVic is not a guarantee of admission to particular Schools or programs within the Faculty. Applicants should be aware that admission to Schools and programs is competitive and subject to limited enrolment. Meeting minimum requirements is not a guarantee of admission. The Faculty of Human and Social Development recognizes that many factors contribute to a person's chances of success in professional programs and therefore in addition to academic requirements (GPA), professional suitability for the selected program will be considered.

## Professional Conduct

All students in the School of Public Health and Social Policy must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct. The faculty supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information (including all electronic communication) ap-

propriate to the purposes and trust given when that information was acquired

- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

### Unprofessional Conduct

Students in the Faculty of Human and Social Development are subject to the provisions of the code of ethics of their respective professions, and may be required to withdraw from their School for violating these provisions. Students may also be required to withdraw from their School, when ethical, medical or other reasons interfere with satisfactory practice in their respective disciplines.

## General Practicum Guidelines

### Criminal Record Reviews

While not a requirement for admission, UVic students placed in practica may be required to undergo criminal records reviews by legislation 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 practice agency upon request and/or cooperating the conduct of the review as needed. Usually, students must pay for the review, although some agencies will absorb the costs. Registered Nurses in BC have a Criminal Record Review completed with their CRNBC registration. Students undertaking practice experiences jurisdiction outside of BC are responsible to ensure they have a Criminal Records Review or equivalent if required by their practice experience agency.

### Practica Placements

The Faculty reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement.

While the Faculty accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student.

It is the responsibility of the course instructor to inform students of the criteria by which unprofessional conduct will be judged in the practicum setting.

### Practica Dates

The dates of practica will be established by each School or program, and will be announced to the students involved at the beginning of each term.

### Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum setting. Denial and Withdrawal

### Denial

Students will be denied the practicum experience if their preparatory work is considered un-

satisfactory by the Director of the School in the Faculty of Human and Social Development.

### Temporary Withdrawal of Students Pending Report

The Director may require a student to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

- clients or pupils, or
- personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

### Withdrawal

After giving the student an opportunity to be heard, the Director may require a student to withdraw from the practicum if the Director is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

### Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum, whether permanent or temporary, must receive permission to do so from their faculty supervisor in Human and Social Development.

### Termination of Practicum by Placement Agency

In situations where a practicum is terminated by the agency, the student will be informed in writing of the reasons for termination, by the School within 15 business days of the termination. After giving the student an opportunity to be heard, the Director or designate will determine appropriate action: 1) withdrawal from the School; 2) additional preparatory work; 3) placement in a different practicum setting.

### Practicum Evaluation Documentation

If a student withdraws from practicum or is required to withdraw from practicum by their instructor of record, all practicum evaluation materials to date of withdrawal will remain on their student file and may be taken into account in determining whether their preparatory work is satisfactory to enter a subsequent practicum.

### Notification of the Faculty of Graduate Studies

Students who withdraw temporarily from a practicum must notify the Faculty of Graduate Studies in writing. Students who are required to withdraw from a practicum will be withdrawn from any course involved by written notification from the Director to the Faculty of Graduate Studies.

### Readmission

Students who have withdrawn from a practicum for whatever reason who later wish to reenter the practicum must apply for readmission to the course and should not assume that readmission is guaranteed.

### Appeals

The normal avenues of final appeal are available to students who have been required to withdraw from a practicum. Students in the Faculty of Hu-

man and Social Development may follow regular appeal procedures within the faculty.

## Additional Practice Requirements for Registered Nurses Registered in the Public Health Nursing Area of Focus

### Active Practicing Registration and Malpractice Insurance

Registered Nurses enrolled in the Public Health Nursing area of focus must have active practicing registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practicing registration to the School of Public Health and Social Policy annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

### Current Basic Life Support Certificate

All Registered Nurses enrolled in the Public Health Nursing area of focus must provide evidence of successful completion of a basic life support level-C course no more than 12 months prior to admission. Current CPR level-C certification must be on file in the School of Public Health and Social Policy to remain registered in the program.

## ADMISSION REQUIREMENTS

### General

Initial enquiries regarding graduate programs should be addressed to the Graduate Advisor, 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 admissibility to the program. After this determination, the application is forwarded to the School of Public Health and Social Policy for consideration by the department's Admissions Committee.

Applicants are required to indicate whether they are intending to study as a full-time or part-time student and their anticipated area of focus. Students selecting the Public Health Nursing area of focus will be required to show evidence of active practicing registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their program. The School will endeavor to select the strongest candidates in each of the four areas of focus. Once admitted to the program students may change their area of focus subject to individual academic advising.

Students enrolled in the Diploma program who want to transfer to the Masters program will be required to meet with the academic advisor and put their request in writing to the Director of the School. Students wanting to move from the Diploma to the Masters program must be in good standing and hold a minimum of a B+ (6.0 GPA) in the Diploma program.

Admission to the Diploma program does not guarantee admission to the MPH program. Students who have successfully completed the Diploma program are eligible to apply for admission to the MPH program. Applications will be competitively assessed within the MPH applicant pool.

Applicants will be required to have completed an undergraduate statistics course with a minimum grade of B. Students may be provisionally accepted into either the Diploma or Master's in Public Health program with the condition that they complete an undergraduate statistics course (with a minimum grade of B) prior to beginning the program.

## Admission to the Graduate Diploma Program

To be eligible for admission, students must:

- Have an undergraduate degree with a minimum B+ (6.0) average (75-79%) in the last two years (30 units) leading to the undergraduate degree.
- Fill out an application form online <www.pas.bc.ca> or download the Faculty of Graduate Studies application form <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 resume/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.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses).

The Admission Committee assesses an applicant's ability to successfully complete the Diploma in Public Health program. Application to the Diploma program will be competitively assessed based on four criteria: 1) Grade Point Average; 2) Letter of Intent; 3) Professional Experience and Community Service; and 4) References.

### Application Deadline

February 1

### Graduate Course Prior to Admission

Students not admitted to the Diploma may be permitted to take up to 1.5 units of graduate level Public Health and Social Policy courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Advisor.

## Admission to the Master of Public Health Program

To be eligible for admission, students must:

- Have an undergraduate degree with a minimum B+ (6.0) average (75-79%) in the last two years (30 units) leading to the undergraduate degree.
- Fill out an application form online <www.pas.bc.ca> or download the Faculty of Graduate Studies application form <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 resume/curriculum vitae.
- Submit a Letter of Intent describing why they are seeking a Master's in Public Health and how the degree relates to their experience, goals and career plans.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses).

The Admissions Committee assesses an applicant's ability to successfully complete the MPH program. Application to the MPH degree program will be competitively assessed based on four criteria: 1) Grade Point Average; 2) Letter of Intent; 3) Professional Experience and Community Service; and 4) References.

### Application Deadline

February 1.

### Graduate Courses Prior to Admission

Students not admitted to the MPH degree may be permitted to take up to 3.0 unit of graduate level Public Health and Social Policy courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

## PROGRAM REQUIREMENTS

### Residency Requirements

All students admitted to both the MPH and GD programs are expected to attend three onsite intensives: (1) orientation (end of August) to their program prior to program commencement in September; (2) during the final area of focus course (beginning of May); (3) a culminating student conference at the end of their program (end of April) where students will demonstrate and share their project outcomes and learning.

### Program Fee

Students admitted to either program may be assessed an additional program fee.

### Diploma in Public Health (12.0 units)

The Graduate Diploma requires a minimum of 12.0 units. The 12.0 units are made up of 4.5 units of core courses, 3.0 units of courses from the chosen area of focus, practicum (1.5 units), culminating report (1.5 units) and 1.5 units of elective.

#### Core Course Requirements (4.5 units)

| | |
|---|---|
| PHSP 501 (1.5) | Life Course Determinants I: Epidemiology and Biostatistics |
| PHSP 503 (1.5) | Supportive Environments and Healthy Public Policy |

| | |
|---|---|
| PHSP 504 (1.5) | Constructions of Health and Principles of Health Promotion |

#### Area of Focus

One of Four Areas of Focus (3.0 units required in one area)

**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) | Foundations 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

| | |
|---|---|
| PSHP 507 (1.5) | Practicum |
| PSHP 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

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) | Supportive Environments and Healthy Public Policy |
| PHSP 504 (1.5) | Constructions of Health and Principles of Health Promotion |
| 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)

**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) Foundations 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

PSHP 589 (3.0) Practicum
PHSP 598 (3.0) Culminating Project

### 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:
P.O. Box 3050 STN CSC
Victoria, BC V8W3P5, Canada
Courier Address:
Cornett Building, Room B138
3800 Finnerty Road
Victoria, BC V8W3P5, Canada
Telephone Number:..............250 472 5185
Email: sdhealth@uvic.ca
Interim Director: Dr. Bonnie Leadbeater
Email: sdhealth@uvic.ca

## Faculty Members and Areas of Research

Over 140 full time faculty members across the 28 departments, schools, programs, institutes and research centres in the Faculties of Social Sciences, Humanities, Education and Human and Social Development are engaged in health research. All are eligible to supervise SDH Graduate Students.

## Thematic Areas of Research Expertise:

• Social Determinants of Health
• Health Policy, Law and Bioethics
• Health of Populations
• History of Medicine
• Aboriginal/Indigenous People's health
• Addictions Research
• Environmental Health
• Health Over the Life Span

## Degrees and Specializations Offered

MA, MSc, PhD

The Social Dimension of Health program offers programs of study leading to the degrees of Master of Arts, Master of Science and Doctor of Philosophy.

The programs provide an opportunity for advanced research in Social Dimensions of Health. Focused specifically on interdisciplinary health research, the programs link research opportunities based in research centres on campus with the academic mandates of the Faculties of Social Sciences, Humanities, Education and Human and Social Development to provide an innovative approach that cross-cuts disciplinary affiliations, provides an academic home for graduate students with interests in health research and allows faculty researchers affiliated with research centres to support and supervise graduate students.

Planned as an interdisciplinary, research-intensive, graduate program, the Social Dimension of Health program incorporates community-based approaches, evidence-based modeling and training in research skills, knowledge and methodologies. The program allows for maximum flexibility and supports a broad range of student research interests with an emphasis on relatively few required courses, participation in a colloquium series and a focus on independent graduate research. The primary outcome is a thesis at the master's level or dissertation at the doctoral level.

Both master's and doctoral programs centre around:
• two 1.5 unit core courses in Fundamentals of Health Research (Master's: SDH 500A, 500B; PhD: SDH 600A, 600B),
• two 1.5 unit required methodology courses,
• two 1.5 unit elective courses and
• mandatory participation in a 3.0 unit colloquium (Master's: SDH 501A, 501B; PhD: SDH 601A, 601B).

## Financial Support

Potential funding sources for graduate students include (but are not limited to) SSHRC, NSERC and CIHR. Vanier Canada Graduate Scholarships recognize and support exceptional Canadian and international students who are pursuing doctoral degrees at Canadian Universities. Similarly, Bombardier Scholarships Bell Scholarships and Banting and Best Scholarships recognize high-calibre scholars who are engaged in doctoral programs.

## ADMISSION REQUIREMENTS

### Admission to the Master's Program

Students applying for master's 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 28 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/dis-

sertation. The primary outcome is a thesis at the master's level or dissertation at the doctoral level. In the case of doctoral students, candidacy requires that students also pass a comprehensive examination. Three questions related to their particular research area will be crafted by the student in consultation with their supervisory committee. The questions will be answered in a written format, drawing upon pertinent literature and will be evaluated on a pass/fail basis.

## Supervisory Committee

The structure of the supervisory committee must meet the requirements set out by the Faculty of Graduate Studies for interdisciplinary students. For master's students, two co-supervisors, who are members of the Faculty of Graduate Studies at least one of whom has successfully supervised candidates for graduate degrees in the past, must confirm their willingness to supervise before a student can be admitted. For doctoral students, at least one additional faculty member must be added to the supervisory committee following admission. At the time of the thesis/dissertation defense at least one additional member must be added to the examination committee.

## MA and MSc Programs (18.0 units)

| | |
|---|---|
| SDH 500A (1.5) | Fundamentals of Health Research I |
| SDH 500B (1.5) | Fundamentals of Health Research II |
| SDH 501A (1.5) | Social Dimensions of Health Colloquium I |
| SDH 501B (1.5) | Social Dimensions of Health Colloquium II |
| Methodology (3.0) | Selected from the list of approved methodology courses |
| Electives (3.0 | Selected from the list of approved elective courses |
| SDH 599 (6.0) | Thesis |

## Program Length

The master's program is designed for completion within 2 years.

## PhD Program (30.0 units)

| | |
|---|---|
| SDH 600A (1.5) | Fundamentals of Health Research I |
| SDH 600B (1.5) | Fundamentals of Health Research II |
| SDH 601A (1.5) | Social Dimensions of Health Colloquium I |
| SDH 601B (1.5) | Social Dimensions of Health Colloquium II |
| Methodology (3.0) | Selected from the list of approved methodology courses |
| Electives (3.0 | Selected from the list of approved elective courses |
| SDH 693 (3.0) | Candidacy Examination |
| SDH 699 (15.0) | Dissertation |

## Program Length

The doctoral program is designed for completion within 4 years.

## Approved Electives Courses

Final decisions regarding the student's selection of elective courses will be made in consultation with the academic unit where the course is offered, the course instructor and the student's supervisory committee, and will require the approval of the SDH Director and/or Advisory Committee.

| | |
|---|---|
| ECON 517 | The Economics of Canadian Health Care |
| ED-D 505 | Basic Concepts in Human Development |
| ED-D 506 | Selected Topics in Human Development |
| ED-D 519 | Advanced Seminars in Counseling Psychology |
| ED-D 520 | Educational Research Apprenticeship |
| ED-D 568 | Seminar in Special Education:Program, Practices and Policies |
| ED-D 569 | Seminar in Special Education: Current Issues, Research and Applications |
| HINF 503 | HI Research Methods |
| HINF 510 | Information Management and Technology |
| HINF 570 | Epidemiology in Health Services Management |
| HINF 571 | Health Systems Data Analysis |
| HINF 573 | Applied Biostatistics with SPSS |
| HINF 591 | Topics in HI |
| PE 351 | Community and Population Health |
| PE 455 | Nutrition for Exercise and Health |
| PE 580 | Physiological Issues in Physical Activity and Health |
| PE 582 | Neuroscience in Physical Activity and Health |
| PE 583 | Issues in Health Promotion and Wellness |
| PE 584 | Pedagogical Issues in Physical Activity and Health |
| PE 585 | Qualitative Research Genres in Physical Activity and Health |
| PSYC 531 | Environmental Psychology |
| PSYC 569 | Special Topics in Life Span |
| SOCI 545 | Sociology of Health |
| SOCI 586 | Seminar on Aging |
| SOCW 503 | The Social Construction of Health, Illness, and Aging |
| SOCW 504 | Community Development in Health and Social Services |

## Approved Methodology Courses

Final decisions regarding the student's selection of methodology courses will be made in consultation with the academic unit where the course is offered, the course instructor and the student's supervisory committee, and will require the approval of the SDH Director and/or Advisory Committee.

### Quantitative Methods

| | |
|---|---|
| ADMN 602 | Research Methods in Public Administration |
| ECON 500 | Microeconomic Analysis |
| ECON 501 | Macroeconomic Analysis |
| ECON 545 | Econometrics Analysis |
| ECON 549 | Computational Methods in Economics and Econometrics |
| ED-D 560 | Statistical Methods in Education |
| ED-D 562 | Advanced Statistical Methods in Education |
| GEOG 524 | Quantitative Methods in Geography |
| GEOG 538 | Seminar in Geomatics |
| HINF 571 | Health Systems Data Analysis |
| PSYC 518 | Psychometric Methods |
| PSYC 532 | Applied Multiple Regression |
| PSYC 533 | Applied Multivariate Analysis |
| PSYC 541 | Research Design and Methods in Neuropsychology |
| PSYC 564 | Statistical Methods in Life-Span Development |
| SOCI 510 | Quantitative Methods |

### Qualitative Methods

| | |
|---|---|
| ED-D 519B | Qualitative Research in Counseling |
| ED-D 561A | Methods in Educational Research |
| ED-D 567 | Case Study and Mixed Method Research |
| ES 501 | Methods, Research Design and Communications |
| GEOG 523 | Qualitative Methods in Geography |
| HINF 503 | Research Methods in Health Informatics |
| PSYC 561 | Theories and Methods in Life-Span Development |
| SOCI 511 | Research Design |
| SOCI 515 | Qualitative Research Methods |
| SOCW 516 | Research Methodologies in the Human Services |

# 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: swdirect@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-472-4129
Graduate Adviser: Dr. Donna Jeffery
    Email: donnaj@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-721-8037
Graduate Program Adviser: Meg Thompson
    Email: megt@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-472-4674
Graduate Secretary: Jaime Ready
    Email: bswmsw@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . 250-472-5622

## Faculty Members and Areas of Research

*Andrew Armitage, PhD (Bristol) (Emeritus)*
Family policy, social policy towards Indigenous peoples, social service administration

*Leslie Brown, PhD (Victoria)*
Research Methods, Indigenous Governance, Social Work Education, Community Development, Child Welfare

*Marilyn Callahan, PhD (Bristol) (Emeritus)*
Child welfare, employment equity, gender discrimination

*Jeannine Carriere, PhD (Alberta)*
Indigenous child and family practice and policy, Indigenous ways of knowing, mental health and decolonization for Indigenous people

*Jacquie Green, MPA, PhD Candidate (Victoria)*
Indigenous issues and child welfare policy and practice

*Yvonne Haist, MEd (UVic)*
Working with trauma through the lens of affect regulation, embodied practice, chronic illness and spirituality in social work practice

*Donna Jeffery, PhD (OISE-Toronto)*
Research interests are interdisciplinary in orientation: feminist, critical race and poststructural scholarship in the contexts of pedagogy, policy, knowledge production, professional identity and social work education

*Teresa Macias, BSW (Ryerson), M.Ed, PhD (OISE/Toronto)*
Transnational human rights regimes, state initiatives to deal with human rights abuses and historical injustices, professional ethics, anti-oppressive and social justice oriented pedagogy and practice methods

*Patricia MacKenzie, PhD (Edinburgh)*
Health promotion, interdisciplinary practice, disability; rural issues; aging; gay, lesbian, bisexual, transgendered issues; social work practice in health care settings; qualitative research methods

*Pamela Miller, PhD "Philosophy" (Indiana), PhD "Social Work" (Ohio)*
Use and impact of information technology in teaching and learning, professional development and in human services,
professional ethical decision making, leadership in human services and community development

*Cheryl Moir-van Iersel, MSW (British Columbia)*
Feminist and group work practice; integrating play and creativity in the classroom

*Mehmoona Moosa-Mitha, PhD (Southampton)*
Citizenship rights of children and marginalized communities, child welfare policy and practice, anti-racist, feminist theory

*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

*Kristin Smith, BA/ BSW, MSW (McMaster), PhD (OISE/Toronto)*
Public service restructuring, critical analysis of social work practice, government power, politics and the production of subjectivities

*Susan Strega, PhD (Southampton)*
Critical, feminist and poststructural analysis of sex work, violence against women and child welfare practice and policy

*Robina Thomas, MSW, PhD Candidate (Victoria)*
Residential schools, Indigenous social work education, story telling and oral history

*Barbara Waterfall, PhD (OISE-Toronto)*
Indigenous research ethics and methods in conjunction with traditionalist grass roots aspirations

*Barbara Whittington, MSW (British Columbia)*
Restorative justice, transformative learning, family practice, education and workplace equity issues, grandparents raising grandchildren policy and practice, as well as social work and the law

## Degrees and Specializations Offered

The School of Social Work offers a graduate program leading to the degree of Master of Social Work that is fully accredited by the Canadian Association of Schools of Social Work. BSW and non-BSW graduate students will be invited to, but not required to, specialize in child welfare, health or international work (resources permitting).

### MSW Degree

The program is designed to provide BSW graduate students and non-BSW graduate students, who have successfully completed their foundation year, with the opportunity to reflect on their practice experience in the context of the School's mission statement and to develop critical skills and their application to practice and/or research. The School offers three options to complete a MSW:

### BSW entry to MSW Degree:

Qualified BSW degree holders enter an advanced year of the MSW.

### Non-BSW entry to the MSW degree:

Qualified non-BSW degree holders enter a foundational year of study that provides them with foundational knowledge and skills in preparation for the Advanced Year of study during which they join the BSW degree holders who
have entered the program. Those who are qualified may also request permission to complete their Advanced Year of study with the MSW Indigenous Specialization.

**MSW with an Indigenous specialization:**
The School of Social Work has a specialized program of studies leading to the Master of Social Work degree for social workers working in Indigenous social settings. This program is designed to provide social workers working in Indigenous communities with the opportunity to develop their knowledge and skills within this context.

**Objectives of the MSW degree include:**
- Develop critical self-reflection and analysis of their role as social workers;
- Build on their experience and understanding of practice conditions and effective practice models;
- Analyze and critique social work theories and approaches to practice, using difference-centered theories;
- Develop skills for developing and applying critical social work theories and approaches to practice;
- Conceptualize, critique and develop their own practice framework;
- Develop and apply skills in research and critical inquiry within community contexts;
- Address the current impact of funding and program policies, organizational policies and structures and community dynamics on practice in their communities;
- Explore the challenges, opportunities and strategies for critical social work practice in inter-professional contexts;
- Cultivate practice approaches for working across differences of gender, age, race, ethnicity, class, ability and sexual orientation;
- Identify the leadership roles and distinctive contributions that social work can make to policy and practice in the human services and locate themselves as leaders in relevant practice and policy contexts within their communities.

**Additional objectives of the MSW program within the Indigenous specialization:**
- "centering" Indigenous culture, knowledge and understanding;
- building on students' own knowledge as experienced practitioners in Indigenous service settings;
- developing critical awareness and capacity for analysis and applying these skills to practice and policy development in Indigenous service settings;
- developing the capacity to conduct research and contribute to Indigenous knowledge building and transmission;
- identifying racism, colonization and oppression and contributing to liberating policies and practices;
- contributing to the development of culturally appropriate child welfare policies and practices;
- contributing to the development of healthy Indigenous communities;
- identifying international connections between Indigenous peoples and their knowledge and experience;

- developing leadership skills in policy development and administration in the context of Indigenous governance.

The Advanced Year will be offered through a combination of summer institute and web-based delivery of instruction and all of the courses will be offered through the School. All students must complete a thesis or a social work practicum and research project under the supervision of a faculty member of the School of Social Work, unless an alternate is approved by the Director.

The MSW Indigenous specialization will be offered every other year through a combination of summer institute and web-based delivery of instruction. Students within the specialization will begin within the summer session by taking SOCW 521

The Foundation Year for non-BSW MSW degree holders will be offered through a one-week on-campus component in late August/early September and the rest through web-based delivery. The second year or Advanced Year of course work will also be offered to all graduate students through web delivery and a late-Summer institute on campus.

All students must complete a thesis or a social work Advanced Practice practicum and research project under the supervision of a faculty member of the School of Social Work, unless an alternate is approved by the Director. General student policies can be found on the online MSW Handbook available at the School of Social Work website <socialwork.uvic.ca/programs/msw/handbook.htm>.

### 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 competitition.

A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <**web.uvic.ca/gradstudies/fund/funding.html**> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <**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 <**so-cialwork.uvic.ca/prospective/msw/index.php**>. Candidates are required to provide an employer's reference, a personal statement and a current CV as part of the application. Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the deadline date.

### Admission to the Master's Program

For entry into the Advanced Year of study or the MSW Indigenous Specialization without the requirement of completion of the Foundation Year, a BSW degree with a B+ (6.0) average is a minimum requirement for admission to the program. It is recommended that students have or make up background knowledge of Canadian government and policy. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

**Specific to the Advanced Year of study:** all candidates must have at least two years of post-baccalaureate professional experience. (Equivalencies to this practice requirement may be considered.) This stream has one intake starting September of each calendar year.

**Specific to the MSW—Indigenous Specialization:** Two years of post-BSW professional experience in an Indigenous social service setting. The distinctive feature of this program is the requirement that this practice must be within an Indigenous social service setting. This stream has one intake for the May session of every even-numbered Calendar year.

### Admission Requirements for non-BSW degree holders to the Foundation Year

All applicants will be required to satisfy normal admissions procedures for the Faculty of Graduate Studies. In addition, admission by non-BSWs to the MSW will require that applicants present:

1. A undergraduate degree from a Canadian recognized degree-granting institution, graduating cumulative GPA of 6.0 or higher.
2. References demonstrating two or more years of successful practice in one or more human service organizations.

This stream has one intake for the September session of each Calendar year.

### Deadline

The closing date for applications is December 1 for all MSW program streams.

### Graduate Course Prior to Admission

Students not admitted to the MSW degree may be permitted to take up to 3.0 units of graduate Social Work courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

### PROGRAM REQUIREMENTS

#### Foundation Year of Study for Non-BSW MSW Degree holders

Non-BSW students are expected to take thirty units in total to complete the program. The Foundation Year of the program on a full-time basis comprises eight 1.5-unit courses for a total of 12 units plus a 3 unit practicum. The Advanced Year of study is the same as for the BSW degree holders and it comprises 6 courses worth 1.5 units each for a total of 9 units plus a thesis option for another 6 units or an Advanced Practice practicum/co-op/research project option for a total of 6 units as outline in the Advanced Year of study. Normally, students can also request permission to complete the last year of their MSW with the Indigenous Specialization. Permission request should be made directly to the Graduate Adviser.

| Core Course Requirements (10.5 units) | |
| --- | --- |
| SOCW 548 (1.5) | Community Based Research |
| 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 545 (1.5) | Networks and Communities |
| SOCW 550 (1.5) | Law and Social Work |
| SOCW 546 (1.5) | Collaborative Conversations |

| Elective (1.5) | |
| --- | --- |

Student must take at least 1.5 units of Social Work elective courses selected from courses at the 400 or 500 levels. Only one 400-level course will be accepted in the MSW program requirements. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

| Additional Program Requirements | |
| --- | --- |
| SOCW 540 (3.0) | Foundation Practicum |

The foundation Year for Non-BSW MSW degree holders will be offered through a one-week on-campus component in late August/early September and for the rest through web-based delivery.

Students will be required to maintain a B+ average prior to beginning the advanced year courses.

### Program Length

Normally, full-time students require a minimum of two and a half years to complete the MSW degree with the Foundation Year of study.

### Advanced Year of Study for BSW degree holders

The Advanced Year for BSW degree holders is the entry point into the MSW Program. Non-BSW degree holders must complete the foundation year of study prior to entering the Advanced Year.

The Advanced Year 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 6.0 units that consist of either a thesis (6.0) or a project (3.0) and advanced practicum (3.0). The Advanced Year will be offered through a combination of late-summer institute and web-based instruction. The courses will be offered through the School.

| Core Course Requirements (7.5 units): | |
| --- | --- |
| SOCW 501 (1.5) | Debates, Ideas and Discourses in Social Work |
| SOCW 510 (1.5) | Policy Context of Practice |
| SOCW 512 (1.5) | Knowledge and Inquiry |
| SOCW 516 (1.5) | Research Methodologies |
| SOCW 517 (1.5) | Research Seminar |

| Additional Program Requirements: | |
| --- | --- |

**Thesis Option:**
SOCW 599 (6.0)    Thesis

**Non-Thesis Option:**

SOCW 506 (3.0)  Advanced Practice Practicum

And either

SOCW 596 (3.0)  Team Graduating Research Report/Project

Or

SOCW 598 (3.0)  Individual Graduating Research Report/Project

### Electives (1.5 units):

Students must take at least 1.5 units of an elective course selected from general elective courses at the 400 or 500 level. Only one 400-level course will be accepted in the MSW program requirements. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

#### Elective Courses:

SOCW 500 (1.5)  Promoting Professional and Community Learning (formerly HSD 503)

SOCW 503 (1.5)  The Social Construction of Health, Illness, and Aging (formerly HSD 505)

SOCW 504 (1.5)  Community Development in Health and Social Services (formerly HSD 540)

SOCW 505 (1.5)  Child Welfare Seminar

SOCW 530 (1.5)  Critical Exploration of the Social Work Therapeutic Relationship in Health Care

SOCW 531 (1.5)  Critical Exploration of Leadership Roles for Social Workers in Health Care

SOCW 532 (1.5)  Introduction to Social Work in the Health Care Sector

SOCW 533 (1.5)  Working with Trauma

SOCW 560 (1.5)  Communities, Politics and Social Change

SOCW 580 (1.5 or 3.0)  Special Topics in Social Work and Social Welfare

SOCW 590 (1.5 or 3.0)  Directed Studies

#### Program Length

Normally, full-time students in the Advance Year require a minimum of one and a half years to complete the MSW degree.

### Master's with Indigenous Specialization

The MSW-Indigenous Specialization degree requires a minimum of 15 units. The 15 units are made up of 9.0 units of core courses and 6.0 units that consist of either a thesis (6.0) or a project (3.0) and practicum (3.0).

Normally students accepted into the Foundation Year without a BSW can request permission to complete their Advanced Year of their MSW with the Indigenous Specialization as long as their Advanced Year occurs at the same time as usual MSWI admission year (even number calendar years only).

#### Core Course Requirements (9.0 units):

SOCW 521 (1.5)  Indigenous Perspectives on Knowledge and Research

SOCW 522 (1.5)  Critical Indigenous Analysis of Social Work Theory

SOCW 523 (1.5)  Self-conscious Traditionalism in Indigenous Social Work Practice Seminar

SOCW 524 (1.5)  Critical Indigenous Analysis of Social Welfare Policy

SOCW 527 (1.5)  Research Methods

SOCW 528 (1.5)  Research Seminar

#### Additional Program Requirements:

**Thesis Option:**

SOCW 599 (6.0)  Thesis

**Non-Thesis Option:**

SOCW 506A (3.0)  MSWI Practicum

And either

SOCW 596 (3.0)  Team Graduating Research Report/Project

Or

SOCW 598 (3.0)  Individual Graduating Research Project

#### Program Length

Normally, full-time students in the Indigenous Specialization require a minimum of two years to complete the MSW degree.

# Sociology

## GENERAL INFORMATION

At the level of graduate studies, the Department of Sociology includes among its research and teaching strengths the six core areas of concentration designated in its doctoral program: aging, gender, health, political sociology/social movements, social inequality, and cultural, social and political thought. Graduate studies in Sociology are designed to emphasize the connections between core areas and to encourage students to develop competencies in more than one area, particularly at the doctoral level. Further information is available at the department's website (see below).

### Contact Information

Department of Sociology
Location: Cornett, A333
Mailing Address:
    P.O. Box 3050
    Victoria, BC  V8W 3P5
    Canada
Courier Address:
    Cornett Building A333
    3800 Finnerty Road (Ring Road)
    Victoria, BC  V8P 5C2
    Canada
Telephone Number:. . . . . . . . . . . 250-721-7572
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Email: soci@uvic.ca
Website: <www.uvic.ca/soci>
Chair: Dr. Sean Hier
    Email: shier@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7576
Graduate Adviser: Dr. Cecilia Benoit
    Email: cbenoit@uvic.ca
    Phone:. . . . . . . . .250-853-3132, 250-721-7578
Graduate Secretary: Zoe Lu
    Email: zoec@uvic.ca
    Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7572

### Faculty Members and Areas of Research

*Douglas E. Baer, PhD (Waterloo)*
    Social inequality; political sociology; quantitative methods; voluntary associations; immigration

*Cecilia M. Benoit, PhD (Toronto)*
    Health; drug use; vulnerable populations; stigma; gender; work, occupations & professions; comparative social welfare systems; social policy

*William K. Carroll, PhD (York)*
    Political economy; social movements; Marxism and post-Marxism; critical social theory and methods

*Neena L. Chappell, PhD (McMaster)*
    Aging; health; health care and social policy; Chinese families; dementia care

*Aaron H. Devor, PhD (Washington)*
    Transgender, LGBTQ gender and sexuality

*Daniel G. Fridman, PhD (Columbia)*
    Economic and cultural sociology; expertise; qualitative methods; social theory; popular culture; Latin America

*Steve Garlick, PhD (CUNY)*
    Gender; sexuality, sociology of the body; technology & science studies; critical social theory; sociology of knowledge

*Helga K. Hallgrimsdottir, PhD (Western Ontario)*
    Social movements; historical sociology; gender; culture and social action; citizenship studies

*Sean P. Hier, PhD (McMaster)*
    Race and racism; surveillance; moral regulation and moral panic; socio-legal studies

*Karen M. Kobayashi, PhD (Simon Fraser)*
    Aging; family; health; ethnicity and immigrant status; research methods

*Martha McMahon, PhD (McMaster)*
    Local food and farming; agri-food governance; ecological feminism; environment; motherhood; domestic violence

*Richard L. Ogmundson, PhD (Michigan)*
    Inequality; political sociology; elites

*Margaret J. Penning, PhD (Alberta)*
    Aging; health and health care; research methods

*André P. Smith, PhD (McGill)*
    Health; aging; deviance; social control; mental health; qualitative research methods; social inequality

*Peyman Vahabzadeh, PhD (Simon Fraser)*
    Classical and contemporary social theory; social movements; phenomenology; Iranian studies; exile

*Kevin Walby, PhD (Carleton)*
    Policing; security; surveillance; access to information law; socio-legal studies; qualitative research methods; urban governance; male sex work; sociology of emotions

*Zheng Wu, PhD (Western Ontario)*
    Demography; family; aging; health; immigration; quantitative methods

*Min Zhou, PhD (Harvard)*
    Global and transnational sociology; economic sociology; political sociology; social network analysis; quantitative methods; East Asian societies

### Emeritus Faculty

*C. David Gartrell, PhD (Harvard)*
    Networks; social psychology; theory; methods

**GRADUATE PROGRAMS**

and statistics; religion

*Robert B. Hagedorn, PhD (Texas-Austin)*
Formal organization; social psychology; social change; theory

*R. Alan Hedley, PhD (Oregon)*
Social change and development; sociology of work and technology; comparative cultures; research methodology

*T. Rennie Warburton, PhD (London School of Economics)*
Religion; class relations and ideology; racism and ethnicity

### Adjunct Faculty

*B. Singh Bolaria, PhD (Washington State)*
Social inequality; labour migrations; immigration policy; health and illness

*Thomas K. Burch, PhD (Princeton)*
Demography; family; theory and methodology; computer modelling

*Barry Edmonston, PhD (Michigan)*
Demography; human ecology; quantitative methodology

*James C. Hackler, PhD (Washington)*
Deviance; social control; criminology and delinquency

*Ken Hatt, PhD (Alberta)*
Ecological sociology; food studies; social organization; complex organization

*Mikael Jansson, PhD (Western Ontario)*
Health; substance use; youth; ethics; vulnerable populations

*Sharon M. Lee, PhD (Princeton)*
Social demography; race and ethnicity; social inequality

*Susan A. McDaniel, PhD (Alberta)*
Aging/gerontology, family, policy analysis/public policy; global population; life course

*Dorothy E. Smith, PhD (UC, Berkeley)*
Social organization of knowledge; institutional ethnography

### Degrees and Specializations Offered

The Department of Sociology offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy.

### Facilities

Facilities available exclusively for Sociology graduate students include the Roy Watson Computer Laboratory, where software is available for the analysis of both qualitative and quantitative data.

Through its affiliation with the B.C. Regional Data Centre, the University provides extensive access to Statistics Canada survey data at the university library. Graduate students have access to the B.C. Provincial Archives and to national and international data sets through the Inter-University Consortium for Political and Social Research (ICPSR).

The department participates in research centres that include the Centre on Aging (arguably the best unit of its kind in Canada), the Centre for Addiction Research of BC, and the Centre for Youth and Society, and in the highly innovative Interdisciplinary Program in Cultural, Social, and Political Thought (CSPT, see below).

### Financial Support

Graduate students are supported by fellowships and scholarships, teaching and research assistantships, and (for master's students) work placements in UVic's Co-operative Education Program, the third largest in Canada. The co-op option allows master's students to gain valuable paid work experience while completing degree requirements.

Not all MA students can expect to be funded. As well, the department normally funds MA students only in the first two years of their program. To qualify for second-year funding, a student needs to make adequate progress in the first year. Generally, this means completing six courses with a GPA of 6 or better.

All doctoral students are funded at a minimum level of $12,000 for each of three years. The department strives to support its doctoral students with funds approaching $18,000 for each of these years. Sources for funds can include teaching and research assistantships, grants and fellowships from the Faculty of Graduate Studies, external grants and fellowships, and sessional teaching work for doctoral students in their third or fourth years of study.

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 104.

### Deadlines
- Financial support: 1 February
- North American: 31 May (for Sept. entry)
- Overseas: 15 December (for Sept. entry)

### PROGRAM REQUIREMENTS

#### Master's

The department offers two programs leading to the MA degree. Normally, students will declare their intentions of pursuing one or the other option by the end of April of their first year in the graduate program.

The programs leading to the Master of Arts degree in Sociology, while containing a core of theory and method, are designed to provide flexibility for students as well as to reflect the diversity which characterizes the discipline. Individual programs beyond the core are designed to fit students' interests and to supplement areas in which they may require additional work, insofar as faculty resources and specializations permit.

Normally, work as a research assistant or teaching assistant is an integral part of the master's program in Sociology.

Students are urged to consult the most recent edition of A Guide to Graduate Studies in Sociology, which may be obtained at the departmental Office and on our website. The Guide provides further details of the program and specifies additional requirements for program completion.

#### Master's – Thesis Option

This program involves 9 units of course work and a 6-unit thesis, with at least 12 of the 15 units drawn from Sociology listings in the calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write a thesis (SOCI 599) for which they receive 6 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (SOCI 507 and 515).

In addition, normally students must complete at least one of the following: SOCI 508, 511, 525,

535, 545, 556, 566, 585. CSPT 500 or CSPT 501 may be substituted for these courses if the CPST section is taught by a member of the Sociology department. These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry. The range of such interests is illustrated by the current areas of interest declared by the Sociology faculty.

### Course Requirements

Thesis (SOCI 599) . . . . . . . . . . . . . . . . . . . . . . . . . 6.0
Statistical Analysis (SOCI 507) . . . . . . . . . . . . . . 1.5
Qualitative Research Methods (SOCI 515) . . . . 1.5

### One of the following:

Classical Sociological Theory (SOCI 503) . . . . 1.5
Contemporary Social Theory (SOCI 504) . . . . . 1.5

### At least one of the following:

Linear Models (SOCI 508) . . . . . . . . . . . . . . . . . . 1.5
Research Design (SOCI 511) . . . . . . . . . . . . . . . 1.5
Gender, Power and Social Justice (SOCI 525) . 1.5
Political Sociology (SOCI 535) . . . . . . . . . . . . . 1.5
Sociology of Health (SOCI 545) . . . . . . . . . . . 1.5
Social Inequality (SOCI 556) . . . . . . . . . . . . . . 1.5
Social Movements (SOCI 566) . . . . . . . . . . . . . 1.5
Seminar on Aging (SOCI 585) . . . . . . . . . . . . . 1.5
Topics in Cultural, Social and Political
Thought (CSPT 500)* . . . . . . . . . . . . . . . . . . . . . 1.5
Contemporary Cultural, Social and Political
Thought I (CSPT 501) . . . . . . . . . . . . . . . . . . . . 1.5

*May be taken more than once if course content differs.*

### Thesis Preparation

Before a student commences work on the thesis, a thesis proposal outlining the student's problem (from a theoretical and methodological viewpoint) must be approved at a meeting of the student and her/his supervisory committee. A copy of the proposal and the recommendations of the supervisory committee will be placed in the student's file. Typically, Sociology theses are between 80 and 120 pages long. Students should consult the Guide to Graduate Studies in Sociology, available at the department's website, for details on thesis preparation.

### Oral Examination

Students in the thesis option will be supervised by a committee consisting of their academic supervisor and two other members, and will undergo an oral examination upon completion of their thesis.

### Program Length

The department expects full-time students to spend two years completing the master's degree. Students who take the Co-operative Education option can expect to take close to three years to complete the master's degree. Students who complete the master's degree on a part-time basis can expect to take three to four years, depending on how many terms involve full-time enrolment and how many involve part-time enrolment.

## Master's – Thesis Option with CSPT

CSPT Master's students must complete 9 units of course work and a 6-unit thesis (SOCI 599) whose topic must be within the field of CSPT. Within or in addition to the 9 units of course work, they must complete two CSPT graduate seminars (3.0 units). At least 12 of the 15 units must be drawn from Sociology listings in the calendar (CSPT 500 and CSPT 501 are considered Sociology courses if taught by a member of the Sociology department). At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). CSPT Master's students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (SOCI 507 and SOCI 515).

### Course Requirements:

Thesis (SOCI 599) . . . . . . . . . . . . . . . . . . . . . . . . . 6.0
Statistical Analysis (SOCI 507) . . . . . . . . . . . . . . 1.5
Qualitative Research Methods (SOCI 515) . . . . 1.5

### One of the following:

Classical Sociological Theory (SOCI 503) . . . . 1.5
Contemporary Social Theory (SOCI 504) . . . . . 1.5

### At least one of the following:

Linear Models (SOCI 508) . . . . . . . . . . . . . . . . . . 1.5
Research Design (SOCI 511) . . . . . . . . . . . . . . . 1.5
Gender, Power and Social Justice (SOCI 525) . 1.5
Political Sociology (SOCI 535) . . . . . . . . . . . . . 1.5
Sociology of Health (SOCI 545) . . . . . . . . . . . 1.5
Social Inequality (SOCI 556) . . . . . . . . . . . . . . 1.5
Social Movements (SOCI 566) . . . . . . . . . . . . . 1.5
Seminar on Aging (SOCI 585) . . . . . . . . . . . . . 1.5
Topics in Cultural, Social and Political
Thought (CSPT 500)* . . . . . . . . . . . . . . . . . . . . . 1.5
Contemporary Cultural, Social and
Political Thought I (CSPT 501) . . . . . . . . . . . . 1.5

*may be taken more than once if course content differs.*

## Master's – Non-Thesis Option

This program involves 12 units of course work and a 3-unit Extended Essay, with at least 9 of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write an Extended Essay (SOCI 598) for which they receive 3 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (SOCI 507 and 515). In addition, students must complete at least two of the following: SOCI 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 (SOCI 598) . . . . . . . . . . . . . . . . 3.0
Statistical Analysis (SOCI 507) . . . . . . . . . . . . . . 1.5
Qualitative Research Methods (SOCI 515) . . . . 1.5

### One of the following:

Classical Social Theory (SOCI 503) . . . . . . . . . 1.5
Contemporary Social Theory (SOCI 504) . . . . . 1.5

### At least two of the following:

Linear Models (SOCI 508) . . . . . . . . . . . . . . . . . . 1.5
Research Design (SOCI 511) . . . . . . . . . . . . . . . 1.5
Gender, Power and Social Justice (SOCI 525) . 1.5
Political Sociology (SOCI 535) . . . . . . . . . . . . . 1.5
Sociology of Health (SOCI 545) . . . . . . . . . . . 1.5
Social Inequality (SOCI 556) . . . . . . . . . . . . . . 1.5
Social Movements (SOCI 566) . . . . . . . . . . . . . 1.5
Seminar on Aging (SOCI 585) . . . . . . . . . . . . . 1.5
Topics in Cultural, Social and Political
Thought (CSPT 500) . . . . . . . . . . . . . . . . . . . . . . 1.5
Contemporary Cultural, Social and Political
Thought I (CSPT 501) . . . . . . . . . . . . . . . . . . . . 1.5

### Final Project

In this program, students write an Extended Essay (SOCI 598) for which they receive 3 units of credit. Typically, the Extended Essay is between 40 and 60 pages long.

### Oral Examination

Students in the non-thesis program will be supervised by a committee consisting of their academic supervisor and one other department member and will undergo an oral examination upon completion of their Extended Essay.

## PhD Program

The PhD program is open to students with research interests in one or more of the following core areas and their intersections:

• aging
• gender
• health
• political sociology/social movements
• social inequality
• cultural, social and political thought (CSPT)

The PhD degree requires 30 units in accordance with the following program.

### Course Requirements

All students are required to complete six 1.5 unit graduate courses beyond the MA degree. Unless taken as part of a previous graduate program in Sociology, students will, by the end of their doctoral program, be required to complete two graduate-level social theory courses (SOCI 503 and 504) 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.

GRADUATE PROGRAMS

CSPT candidacy exams are set separately. Students must complete candidacy exams in any two of the five core areas. 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.

### Dissertation

Students are required to complete and defend a dissertation proposal before their supervisory committee, normally within six months of passing the comprehensive exams. The proposal and oral defense must be considered satisfactory before the student may proceed to the dissertation. All students are required to submit and defend a dissertation worth 21 units of credit.

### PhD Program - CSPT Option

CSPT doctoral students must meet the core requirements of their own department as well as the specific requirements of the CSPT program. A CSPT PhD student must complete 9.0 units of 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 501/601. In addition, such students write, as one of their comprehensive exams, a CSPT exam, set by the CSPT program. Students taking the CSPT doctoral option will have as their supervisor a CSPT faculty member who is also a member of the Sociology department. A Sociology (CSPT) student's dissertation must meet the requirements of both the CSPT Program and the Department of Sociology. The topic must be within the broad field of cultural, social and political thought.

### Unit Values

| | |
|---|---|
| Courses | 6.0 |
| CSPT 500 | 1.5 |
| CSPT 501/601 | 1.5 |
| Dissertation: | 21.0 |
| Total: | 30.0 |

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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**>.

## Contact Information

Studies in Policy and Practice Program
Faculty of Human and Social Development
Location: HSD Building, Room A102
Mailing Address:
Studies in Policy and Practice
University of Victoria
PO Box 1700 STN CSC
Victoria, BC  V8W 2Y2
Canada
Courier Address:
Studies in Policy and Practice
University of Victoria
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Telephone Number: . . . . . . . . . . . 250-721-8204
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Website: <web.uvic.ca/spp>
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## Faculty Members and Areas of Research

*Susan Boyd, PhD (Simon Fraser)*
Women in conflict with the law; drug law and policy, reproductive autonomy; research methodologies; film and print media representations

*Pamela Moss, PhD (McMaster)*
Body politics; feminist research and theory; women, space and identity; illness and disability; chronic fatigue syndrome; veterans with PTSD

*Michael J. Prince, PhD (Exeter)*
Aboriginal-Canada state relations; biotechnology policy and governance; disability politics and policy; public budgeting; retirement income policy;

*Marge Reitsma-Street, PhD (Toronto)*
Poverty, unpaid work and wealth; community development; activist research; women's organizations

*Katherine Teghtsoonian, PhD (Stanford)*
Neoliberalism and public policy; women's

policy agencies; gender mainstreaming initiatives; mental health policy; workplace issues and mental health

### Degrees and Specializations Offered

Students completing this program will receive a Master of Arts.

### Facilities

SPP Graduate Students share a large 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

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

### Master's - Thesis Option

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

(Please note: not all Electives are offered every year)

| | |
|---|---|
| SPP 501 (1.5) | Organizational Context of Practice |
| SPP 520 (1.5) | Advanced Methodology Seminar |
| SPP 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 are expected to complete the program in three years or less. Part time students are given five years to complete the program.

### Master's – Non-Thesis Option

This option involves 12.0 units of course work and a 3.0-unit Extended Essay.

### Required Courses

| | |
|---|---|
| SPP 501 (1.5) | Organizational Context of Practice |
| SPP 510 (1.5) | Policy Context of Practice |
| SPP 519 (1.5) | Theory for Policy and Practice |
| SPP 522 (1.5) | Critically Engaging with Research |
| SPP 531 (1.5) | Critical Approaches to Policy Analysis |
| SPP 598 (3.0) | Extended Essay |

### Elective Courses

In addition to the required courses, students must complete 4.5 units of elective courses. One elective must be an SPP course; usually two electives are SPP courses. Students wishing to take a course offered through another academic unit as an elective need the permission of the Program.

### Extended Essay

SPP 598 (3.0): Students are required to complete an extended essay and enrol in SPP 598 (3.0) while they are working on this component of their program. The extended essay will entail an in-depth examination of a topic related to policy and practice.

### Oral Presentation

Students in the non-thesis option will be supervised by a committee consisting of their academic supervisor and one other faculty member and will make an oral presentation based on their work upon approval of the Extended Essay by committee members.

### Program Length

Full-time students can be expected to complete the program in two years.

## Co-Operative Education

SPP offers a Co-operative Education option for students entering the program. Co-operative Education provides students with relevant work experience, either for building a career or making the transition to a different career. The Co-op option consists of two four-month work terms. The first placement begins after the student has completed two terms of coursework. At least one academic term has to be completed between placements. Prior work experience and continuing part- or full-time employment are not accepted for work term credit. Students completing two work terms and satisfying SPP academic requirements for the MA degree program will graduate with a Co-op designation on their transcript. See the Graduate Co-operative Education Entry in the Graduate Studies Calendar section of the Calendar. Students are advised that a Co-operative Education program fee is charged for each work term.

# Theatre

## General Information

The Philosophy of the Theatre department is that 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
 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: wdobson@uvic.ca
 Phone:. . . . . . . . . . . . . . . . . . . . . 250-721-7991
Graduate Adviser: 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)*
 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, BA (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 $3,000 per term, which can be matched by the Faculty of Graduate Studies for a total of $6,000 per term or $12,000 per year. Numerous other awards are administered through The Faculty of Graduate Studies. 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 the Theatre department Graduate Adviser with a statement of purpose and a detailed résumé 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 non-thesis option as described below. For the non-thesis option, all candidates must complete 13.5 units of graduate course work (as described in the separate entries below) and an MA Essay of 4.5 units. In exceptional cases, a candidate may be granted permission by the graduate adviser to follow the thesis option, which requires completion of 12 units of graduate course work and an MA thesis of 6 units.

Each student will be assigned a faculty supervisor who will assist the student in the development of the final project.

### MA in Theatre History – Thesis Option
#### Course Requirements

Theatre History (including THEA 500). . . . . . . 6.0
Courses to be chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be taken at the 300 or 400 level) . . . . . . . . 6.0
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 – Non-Thesis Option
#### Course Requirements

Theatre History (including THEA 500). . . . . . . 7.5
Courses chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be 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 – Non-Thesis Option

MFA Directing students will direct a number of short projects and at least one full-length play before graduation.

A practicum production is required along with a practicum report.

Members of the performance faculty supervise all projects and productions.

#### Course Requirements

Methods and Materials of Theatre Research (THEA 500). . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
Directing and Advanced Directing (other than THEA 515). . . . . . . . . . . . . . . . . . . . . . . . 6.0
Design and Production (THEA 508, 509, 510, 520, 521, 522) . . . . . . . . . . . . . . . . . . . . . 3.0
Theatre History (THEA 501, 502, 503, 504, 516). . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1.5
MFA Practicum (THEA 524) . . . . . . . . . . . . . . . 6.0

#### Final Project THEA 524, MFA Practicum

A production to be decided upon in consultation with the student's supervisor and the department's graduate faculty.

#### Oral Examination

An oral defense of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defense must occur within two months of the close of the production.

#### Other requirements

If a written comprehensive examination is required, it must be passed prior to commencing work on the practicum production. The comprehensive examination will emphasize the practical areas of the theatre but may include Theatre History.

#### Program Length

Normally two calendar years of residency.

### MFA in Design/Production – Non-Thesis Option

Candidates develop their knowledge and skills in three major fields of design for the theatre: scenery, costume and lighting. Practical application of theoretical knowledge and learned skills is particularly emphasized. Normally candidates provide designs for a number of departmental

productions, specializing in one area of design, with a minor specialization in a second area.

## Course Requirements

Methods and Materials of Theatre Research
(THEA 500) .................................... 1.5
Design and Production (THEA 508, 509,
510, 511, 520, 521, 522) ..................... 12.0
Approved Theatre or related discipline
(may be at the 300/400 level) ............... 1.5
MFA Practicum (THEA 524) ................ 6.0

## Final Project THEA 524, MFA Practicum

A production to be decided upon in consultation with the student's supervisor and the department's graduate faculty.

## Oral Examination

An oral defense of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defense must occur within two months of the close of the production.

## Other requirements

A written comprehensive examination may be required. If required, it must be written no later than the spring term of the second year and prior to commencing work on the practicum production.

## Program Length

Normally two calendar years of residency.

## CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# Visual Arts

## GENERAL INFORMATION

### Contact Information

Department of Visual Arts
Location: Visual Arts Building, room A244
Mailing Address:
  Graduate Adviser
  Visual Arts Department
  University of Victoria
  PO Box 1700 STN CSC
  Victoria BC  V8W 2Y2
Courier Address:
  Visual Arts Building, room A244
  Visual Arts Department
  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: Robert Youds
  Email: ryouds@uvic.ca
  Phone: ..................... 250-721-8012
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

*Luanne Martineau, MFA (UBC)*
  Art theory and curatorial studies

*Sandra Meigs, MA (Dalhousie)*
  Painting, drawing

*Lucy Pullen, MFA (Tyler School of Art, Temple University)*
  Sculpture

*Ho Tam, MFA (Bard College)*
  Video

*Robert Youds, MFA (York)*
  Painting

## Degrees and Specializations Offered

MFA

## Financial Support

Normally, work as a research assistant or teaching assistant is available to students in the graduate program.

## ADMISSION REQUIREMENTS

### General

The MFA program is centred around the major areas: Drawing, Painting, Sculpture, Photography and Digital Multimedia. In the tradition of contemporary practice, members of the department also recognize and encourage work that does not fit singularly into the above categories.

### Admission To Master's Program

Applicants to the MFA program must submit a folio of work (consult the Visual Arts website for details regarding folio submission.) Additionally, a Statement of Intent describing the applicant's conceptual approach to art-making is required. Applicants should also state why they are applying to the University of Victoria MFA program.

As MFA positions are limited, applications will be reviewed in a competitive context. Students who have not previously completed the equivalent of 12 units of Art History, 6 of which must be at the 300 or 400 level, will be required to take the necessary additional courses at the University of Victoria before the granting of the MFA.

Students with a BFA from the University of Victoria will be encouraged to seek their master's degree elsewhere.

### Deadlines

Completed applications to the MFA program must be submitted to the Graduate Admissions and Records Office by January 15.

## PROGRAM REQUIREMENTS

### Master's Non-Thesis Option

#### Course Requirements

Notwithstanding the Art History requirement, a student must complete the following courses:

one two-year sequence: ART 500 and 501, or ART 511 and 512, or ART 521 and 522, or ART 541 and 542, or ART 551 and 552; in addition to ART 570, 580, 581 and 598.

#### Final Project

ART 501, 512, 522, 542 and 552 will culminate in a solo exhibition, normally at the end of the second year of study. This final exhibition (ART 598) will be the major source of evaluation for the student's attainment of the MFA, and will therefore form the basis of the final oral examination.

#### Other Requirements

At the end of the first year students will present an exhibition of their own work which will be evaluated by faculty members in the department in order to determine the advisability of a student continuing to the second year. Students will be expected to meet on a regular basis with their faculty supervisor(s) for constructive critiques and seminars dealing with their work.

#### Program Length

The normal length of time for the completion of the MFA is two years of full-time study, with degree requirements being completed in the spring of the second year. A student may be advised, or permitted upon departmental recommendation, to delay the final exhibition for a period of not more than twelve months.

### CO-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying. Students are also referred to "General Regulations: Graduate Co-op" on page 30.

# 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, 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
P.O. Box 1700
Victoria, B.C. V8W 2Y2
Canada

Courier Address:
Fine Arts Building, Room 251
Department of Writing
University of Victoria
3800 Finnerty Road
Victoria, B.C. V8P 5C2
Canada

Telephone Number:. . . . . . . . . . . 250-721-7306
Fax Number:. . . . . . . . . . . . . . . . 250-721-6602
Website: <finearts.uvic.ca/writing/grad>
Chair: Bill Gaston
Email: bgaston@uvic.ca
Phone:. . . . . . . . . . . . . . . . . . . . 250-721-7304
Graduate Adviser: 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 Laws (Regina), Honorary D. of Letters (Saskatchewan)*

Poet, essayist, anthologist, editor of poetry and creative nonfiction, CBC radio commentator

*Maureen Bradley, BA, MA (Concordia), MFA (Brit Col)*

Film production, experimental film, drama, documentary, feminist and queer media arts

*Bill Gaston, BA, MA, MFA (Brit Col), Chair*

Fiction, creative nonfiction, drama for stage and screen

*Lorna Jackson, BA, MA (Vic)*

Fiction, especially the short story, literature of sport, personal essay forms, the writer as teacher, the agrarian landscape

*David Leach, BA (Vic), MA (Queen's)*

Creative nonfiction, literary journalism, travel writing, magazine publishing

*Tim Lilburn, BA (Regina), MA (Gonzaga), PhD (McMaster)*

Poetry, the philosophical essay, the ecological essay

*Joan MacLeod, BA (Vic), MFA (Brit Col)*

Stage drama, dramatic monologue, television drama, and contemporary Canadian theatre

*Lynne Van Luven, BA (Sask), MA, PhD (Alta)*

Creative nonfiction, journalism, editing, columnist, arts commentator

## Financial Support

Because of the MFA program's mandatory teaching component, our first-year graduate students will each receive a Graduate Teaching Assistantship.

Graduate Fellowships will be awarded to master's students in the second year of their program. There are a number of graduate scholarships available specifically for Writing students, along with others in the university. Students without a previous Master's degree are eligible to apply for SSHRC funding.

## ADMISSION REQUIREMENTS

### General

The MFA program focuses on five genres: fiction, creative nonfiction, poetry, playwrighting and screenwriting.

### Admission to Master's Program

An undergraduate degree in any discipline and from any accredited college or university in BC as well as from accredited post-secondary institutions from outside the province. Applicants must have 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.

Applicants must also submit a 400-word statement of purpose, which will include a description of the manuscript to be worked on and the specific area of expertise to be explored.

In addition to the letters of assessment required for admittance to Graduate Studies, the Department of Writing will require two letters of reference which will include the following: an assessment of the student's academic standing, talent as a writer, critical ability, capacity for doing self-directed work, and teaching potential.

### Deadlines

Applications with supporting material must be received by December 15. Those who seek fellowships must submit applications to the Graduate and Admissions Office by January 15.

### PROGRAM REQUIREMENTS

Students will be required to complete 9 units of classes and a 9-unit major writing project in a two-year period. The Writing 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 "General Regulations: Graduate Co-op" on page 30.

# Research Centres

## Vice-President Research

*Howard Brunt, BA (Florida), ADN (Vermont), MScN (Yale), PhD (Calgary), Vice-President, Research*

*Dr. Michael Miller, Acting Associate Vice-President, Research*

The Office of the Vice-President Research (through the Office of Research Services) assists the University research community in obtaining funding from external agencies and administers research, conference and travel funds through internal support programs. The Office is also responsible for the regulation of research activities through the Animal Care Committee and the Human Research Ethics Board. The Office operates the Animal Care Units and the Aquatic Research Facility following the Guidelines of the Canada Council on Animal Care. Grants facilitation assistance in applications for research grants and contracts includes identifying potential funding agencies, providing information on application procedures and advising on the preparation of proposals. Assistance with negotiating research contracts and agreements is provided in the Office.

The Office of the Vice-President, Research works in close collaboration with the following groups and oversees the activities of the University's 16 interdisciplinary research centres.

Website: <www.research.uvic.ca>

### Innovation and Development Corporation (IDC) <web.uvic.ca/idc>

IDC is the University Industry Liaison Office and provides faculty and students with a comprehensive suite of services related to intellectual property protection, product commercialization, business development and industry collaboration.

### Ocean Networks Canada 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.

### Office of Community Based Research (OCBR) <web.uvic.ca/ocbr/>

OCBR provides support and leadership for assisting community stakeholders and university researchers to collaborate on research related to addressing social and economic challenges facing society.

### The Pacific Climate Impacts Consortium (PCIC) <www.PacificClimate.org>

PCIC is a consortium of research and stakeholder organizations that quantifies the impacts of climate change and variability on the physical environment of Pacific North America. PCIC bridges the gap between climate research and climate applications, and makes practical information available to government, industry, and the public.

## Centre for Co-operative and Community-Based Economy

*Dr. Ana María 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 university courses by faculties and departments that provide an understanding of the history and role of co-operatives, co-operative theory, principles, development, structures, and legislation.

To support its commitment to reaching as many people as possible both within and outside British Columbia, the Centre maintains an extensive website devoted to a wide range of co-operative issues and themes, including resource information, case studies and reports, podcasts of Speaker Series presentations, and a galleria portraying stories of the co-operative movement.

Website: <www.bcics.org>

## Centre for Aboriginal Health Research

*Dr. Jeff L. Reading, MSc, PhD, FCAHS, 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 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 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 abuse, harm reduction, and addiction.

Established at the University of Victoria in 2003 through an endowment from the B.C. Addiction Foundation, CARBC has developed relationships with a large network of addictions-related agencies in B.C. and has formal partnerships with 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, B.C.

> Website: <www.carbc.uvic.ca>
> Email: carbc@uvic.ca

# Centre for Advanced Materials and Related Technology (CAMTEC)

*Dr. Byoung C. Choi, Director*

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria is a research centre committed to interdisciplinary work on advanced materials and technology. The scope of this work covers a wide spectrum of research in theoretical and applied areas. CAMTEC coordinates related research among the Departments of Biology, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with scientists and engineers from the private and public sectors to ensure technology transfer to industry.

The Centre's key research areas and areas of application include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials and their applications, microscopy and 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 microelectronic 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)

*Andrew Harding, MA (Oxon), LLM (NUS), PhD (Monash), Chair in Asia-Pacific Legal Relations, Director*

*Guoguang Wu, MA, PhD (Princeton), China Program Chair*

*Helen Lansdowne, MA (UVic), Associate Director*

*Heidi Tyedmers, MA (UVic), Program Manager*

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 Asia-Pacific Initiatives
> Sedgewick Building, C Wing, Room C147
> University of Victoria
> PO Box 1700 STN CSC
> Victoria, BC Canada V8W 2Y2
> Tel.: 250-721-7020; Fax: 250-721-3107

# Centre for Biomedical Research

*E. Paul Zehr, BPE, MSc (McMaster University), 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 center must be registered with an appropriate university department. Personnel from the CBR and cooperating agencies participate in giving appropriate coursework. M.Sc., Ph.D., and Post-Doctoral work can be conducted through the Centre.

> Centre for Biomedical Research
> Petch 041
> University of Victoria
> PO Box 3020, STN CSC
> Victoria, BC V8W 3N5
> tel: 250-472-4067, fax: 250-472-4075
> Website: <www.uvic.ca/cbr>
> Email: cfbr@uvic.ca

# Centre for Early Childhood Research and Policy

*F L Jessica Ball, BA Hons. (UBC), MA, MPH, PhD (University of California Berkeley), 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 locally, nationally, and globally. In addition to networked and collaborative research projects, the Centre offers an annual speaker series, graduate student research day, seminars, symposia, professional development institutes, and for-credit courses.

> Centre for Early Childhood
> Research and Policy
> MacLaurin A321
> University of Victoria
> PO Box 3010, STN CSC
> Victoria, BC V8W 3N4
> Phone: 250-853-3147
> Website: <www.reach.uvic.ca>

# Centre for Forest Biology

*C. Peter Constabel, BSc (Sask), MSc (UBC), PhD (Montreal), Department of Biology, Director*

Scientists in the Centre for Forest Biology carry out fundamental and applied research and train graduate students and postdoctoral fellows in Forest Biology, emphasizing the adaptation of trees and their interactions with the environment. Faculty members collaborate and work in close association with scientists from Forestry Canada at the Pacific Forestry Centre (PFC) and

the 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 Global Studies

*Gordon S. Smith, BA (McGill), PhD (MIT), Director*

The Centre for Global Studies (CFGS) is engaged in research and public awareness that promotes informed policy responses to the challenges of global governance, security and sustainability. CFGS is a unique "centre of centres," creating a dynamic, multidisciplinary environment. Currently there are four core focus areas:

- Division of Globalization and Governance
- International Institute for Child Rights and Development
- Division of Technology and International Development
- International Women's Rights Project (IWRP)

The Centre is strongly committed to public awareness and outreach to the academic, policy and public communities, allowing CFGS members to share their collective knowledge and promote debate on important issues and events.

The breadth of the Centre's activities provides employment and volunteer opportunities for several students and interns each year.

CFGS was established in 1998 through the generosity of local community donors. The Centre continues by enhancing its already extensive network of international research and funding partners, with whom it collaborates on a project-to-project basis.

For more information, please visit our website at <www.globalcentres.org>.

# Centre for Studies in Religion and Society

*Paul Bramadat, MA (McGill), PhD (McMaster), Director*

The Centre for Studies in Religion and Society (CSRS) is an interdisciplinary research centre located in the Sedgewick Building on the University of Victoria campus. Its mission is to foster the scholarly study of religion in relation to any and all aspects of society and culture, both contemporary and historical. Since its formation in 1991, the CSRS has established itself as a leading centre in Canada for the investigation of themes and issues at the intersection of religion and public policy. It has been especially engaged in discussions and research related to the environment, globalization, ethnicity, ethics, health care, culture, science and technology, and the arts. The centre hosts collaborative research and publishing projects with Canadian and international scholars, sponsors fellowships for graduate students and visiting scholars, and hosts a dynamic annual program of lectures, seminars and conferences for the campus and local community.

Current areas of focus in the centre include research examining:

- Religion in a "securitized" environment post-9/11
- Religion and hospice care
- Religion and ethnicity in Canada
- The new atheism movement
- Ethical issues in the genetic modification of plants and animals

The CSRS has a fundamental commitment to pluralism and dialogue, encouraging participation from scholars and others from any religious, academic, or secular perspective.

The CSRS is neither a teaching nor degree or diploma-granting unit. For further information please visit <www.csrs.uvic.ca> or contact the centre at 250-721-6325.

# Centre for Youth and Society

*E. Anne Marshall, RPsych., PhD (Toronto), Director*

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 and youth led organizations. Research fellows of the Centre are scholars from diverse faculties united by their interest in catalyzing the well being of youth, public interest and research impact. Our efforts are concentrated in interdisciplinary research, graduate student training and knowledge mobilization on the relationship between youth and society.

The mission of the Center for Youth and Society is to promote the health and well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Center brokers 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 frameworks in ways that harness the tremendous strengths and capacities of youth.

> Website: <www.youth.society.uvic.ca>
> Email: cys@uvic.ca
> Phone: (250) 472-5414
> Location: University House 3
> Facebook: Centre for Youth and Society

# Centre on Aging

*Holly Tuokko, BA(Hons), MA (Lakehead), PhD (UVic), R Psych, (Professor, Psychology), Director*
> Research Areas: mental health and aging, competency, end-of-life decision-making, geriatric assessment, dementia

*Neena L. Chappell, BA (Car), MA, PhD (McM), FRSC, CRC in Social Gerontology, (Professor, Sociology), Professor*
> Research Areas: health care services, health care systems and policy, caregiving for older adults in Canada, caregiving among Chinese families in Canada, Hong Kong and mainland China, care for those with dementia in long-term care institutions, assessments of drug effectiveness for those with dementia

*Denise Cloutier-Fisher, BSc (Calg), MA, PhD (Guelph), (Associate Professor, Geography), Associate Professor*
> Research Areas: healthy aging in rural contexts, impacts of restructuring, integrated and coordinated models of effective health and social service delivery and care for vulnerable older populations (e.g., those who are socially isolated, stroke survivors and palliative care clients), mixed methods research

*Elaine Gallagher, BSc (Windsor), MSc (Duke), PhD (S Fraser), (Professor, Nursing), Professor*
> Research Areas: health of older persons, evaluation research, social support and stress, safety and security, gerontology, health promotion, community development, elder abuse, falls among the elderly

*Scott M. Hofer, AB (San Diego State Univ), PhD (Univ Southern California), Harald Mohr, MD and Wilhelma Mohr, MD Research Chair in Adult Development and Aging, (Professor, Psychology), Professor*
> Research Areas: cognitive aging, longitudinal design and analysis, measurement, personality, lifespan development

*Patrick McGowan, BA, MSW, PhD (UBC), (Associate Professor, Social Sciences), Associate Professor*
> Research Areas: chronic conditions, quality of

life and self-help or self-management, individual and population health, participatory research, aboriginal health, coping skills, health system performance and integrated service delivery, project and program evaluation

*Margaret Penning, BA (Win), MA (Man), PhD (Alta), (Professor, Sociology), Professor*
Research Areas: chronic illness and disability among older adults, social support and well-being, informal and formal care

*Kelli I. Stajduhar, BSN (UVic), MSN, PhD (UBC), (Associate Professor, Nursing), Assistant Professor*
Research Areas: palliative care, family caregiving, HIV/AIDS, vulnerable and marginalized populations, home care, cancer, mixed method research, qualitative and quantitative research

*Tom Ackerley, Survey Research Centre Manager*

*Leah Potter, Secretary*

*Sandra Lee, BA (U of A), MLS (UBC), BCNAR Regional Liaison Officer*

*Lois Edgar, BA (Alta), Administrator*

*Anita Jessop, Production Assistant*

*Arlene Senft, Administrative Assistant*

*Guiping Liu, BSc(Liaoning U), MSc (LSE), PhD (Renmin U), Research Coordinator*

The Centre on Aging at the University of Victoria is a multidisciplinary research centre established in 1992. Our mandate is to promote and conduct basic and applied research throughout the lifespan. Centre researchers are drawn from many faculties, departments, and schools, including Anthropology, Child and Youth Care, Economics, Engineering, Exercise Science, Fine Arts, Geography, Human and Social Development, Health and Information Science, Law, Medical Sciences, Nursing, Public Administration, Philosophy, Psychology, Social Work, and Sociology.

Research is conducted in partnership with seniors, their families, organizations, health care providers, and the government. It is also undertaken in collaboration with the community, government, and academics across a wide variety of disciplines. The research conducted includes needs assessments and social surveys, longitudinal research, experimental research, program evaluations, development of clinical diagnostic tools, and social policy research; some of which is conducted using the Survey Research Centre.

The Survey Research Centre (SRC) provides survey data collection services to researchers at the University of Victoria as well as researchers at other institutions and organizations. The SRC performs telephone research using computer assisted technology and skilled interviewing staff. The SRC also hosts survey data collection using web-based, e-mail, or postal mail techniques.

Dialogue with community partners is an important aspect of the Centre's mandate. Knowledge generated as a result of research is distributed through academic publications, seminars, lectures, conferences, Centre publications, and the work of liaison groups like the Friends of the Centre and the Centre on Aging Advisory Board.

The Centre is financially supported through contributions from the University, granting councils, contract work, and donations from individuals, foundations, and business. For fur-

ther information, contact the Centre at 250-721-6369 or visit the Centre's website at: <**www.coag.uvic.ca**>.

# Institute for Integrated Energy Systems (IESVic)

*Peter Wild, BASc (UBC), PhD (UVic), Director*

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) promotes feasible paths to sustainable energy systems. Founded in 1989, IESVic conducts original research to develop key technologies for sustainable energy systems and actively promotes the development of sensible, clean energy alternatives.

Our specific areas of expertise are fuel cells, cryofuels, energy systems analysis and energy policy development.

## Our Activities:
- **Research:** We are committed to developing new technologies to make sustainable energy systems feasible. We also undertake research to investigate the effects that the choice of particular energy systems technologies can have on the world.
- **Service:** We will collaborate with any other organization that shares our vision. In particular, we work with industrial partners to provide access to specialized knowledge and equipment, and with government partners to support policy and decision making processes.
- **Communication:** We promote energy systems education at all levels, formally and informally, to convince the world of the critical need for new and sustainable energy systems.

IESVic is a multidisciplinary research institute with participation from Engineering, Chemistry, Biology and Economics. A fuel cell systems laboratory with hydrogen production and fuel cell testing equipment is available for research use. This lab is designed primarily for prototyping and testing new fuel cell designs. IESVic makes extensive use of students at both the undergraduate and graduate levels to assist with research, and IESVic members frequently participate in supervising students whose interests are non-technical but still related to issues surrounding the development of sustainable energy systems.

Website: <**www.iesvic.uvic.ca**>

# Laboratory for Automation, Communication and Information Systems Research (LACIR)

*Colin Bradley, BASc (UBC), MS (Heriot-Watt), PhD (UVic), Director*

Founded at the University of Victoria in 1987, LACIR is an on-campus, cross-disciplinary research centre. University members are engaged in advanced systems research. Specific research areas include adaptive optics systems, ocean technology and micro-machining.

LACIR engages in collaborative research with industry, government, and other universities.

Currently, LACIR works with the Thirty Meter Telescope Project (Caltech), the Herzberg Institute of Astrophysics (Victoria), McGill University and CANARIE.

The laboratory is financially supported by the Natural Science and Engineering Council of Canada, National Research Council of Canada, Canada Foundation for Innovation, British Columbia Knowledge Development Fund, CANARIE and the Innovation Council of British Columbia.

LACIR encourages collaborative research among its members and with industry, government and other BC universities. LACIR also promotes education in advanced systems.

LACIR is a member of the Vancouver Island Advanced Technology Centre. VIATeC monitors the needs and supports the development of local high tech industries, distributes information, and provides networking opportunities.

Website: <**web.uvic.ca/lacir**>

# Pacific Institute for Climate Solutions

*Thomas F Pedersen, BSc Hons. (UBC), PhD (Edinburgh), FRSC, FAGU, Executive Director*

The Pacific Institute for Climate Solutions (PICS) was established in March 2008 by a $90 million endowment from the BC Ministry of Environment, the single largest endowment to a university in Canadian history. Hosted and led by the University of Victoria, PICS is a unique collaboration among BC's four research-intensive universities (the University of British Columbia, the University of Northern British Columbia, Simon Fraser University, and the University of Victoria). PICS harnesses the Province's intellectual resources to develop innovative climate change solutions, seek new opportunities for positive adaptation, and lead the way to a vibrant low-carbon economy. With strong linkages to senior decision-makers in government and industry, it frames the vital questions and provides effective answers to technological, economic and public policy challenges.

# Courses of Instruction

*This section presents the descriptions of all courses offered at the University of Victoria. Courses are listed in alphabetical order by course abbreviation (BIOL, EDUC). The course abbreviations for all courses offered within each faculty are listed on page 158. A list of the course abbreviations and their corresponding subject areas is presented on page 159.*

*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

## Faculty of Education

| | | |
|---|---|---|
| ED-D | Educational Psychology and Leadership Studies | |
| | | Department of Educational Psychology and Leadership Studies |
| EDCI | Curriculum and Instruction Studies | |
| | | Department of Curriculum and Instruction |
| EPHE | Exercise Science, Physical and Health Education | |
| | | School of Exercise Science, Physical and Health Education |

## Faculty of Engineering

| | | |
|---|---|---|
| CSC | Computer Science | Department of Computer Science |
| ELEC | Electrical Engineering | Department of Electrical and Computer Engineering |
| MECH | Mechanical Engineering | Department of Mechanical Engineering |

## Faculty of Fine Arts

| | | |
|---|---|---|
| ART | Visual Arts | Department of Visual Arts |
| HA | History in Art | Department of History in Art |
| MUS | Music | School of Music |
| THEA | Theatre | Department of Theatre |
| WRIT | Writing | Department of Writing |

## Faculty of Graduate Studies

| | |
|---|---|
| GS | Graduate Studies by Special Arrangement |
| INTD | Interdisciplinary Program |

## Faculty of Human and Social Development

| | | |
|---|---|---|
| ADMN | Public Administration | School of Public Administration |
| CD | Community Development | School of Public Administration |
| CYC | Child and Youth Care | School of Child and Youth Care |
| DR | Dispute Resolution | Interdisciplinary Master of Arts in Dispute Resolution |
| HINF | Health Information Science | School of Health Information Science |
| HSD | Human and Social Development | Interdisciplinary Courses |
| IGOV | Indigenous Governance | 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 |
| PHSP | Public Health and Social Policy | School of Public Health and Social Policy |
| SOCW | Social Work | School of Social Work |
| SPP | Studies in Policy and Practice | |

## Faculty of Humanities

| | | |
|---|---|---|
| ENGL | English | Department of English |
| FRAN | French | Department of French |
| GER | German | Department of Germanic and Slavic Studies |
| GRS | Greek and Roman Studies | Department of Greek and Roman Studies |
| HIST | History | Department of History |
| ITAL | Italian | Department of Hispanic and Italian Studies |
| LING | Linguistics | Department of Linguistics |
| PAAS | Pacific and Asian Studies | Department of Pacific and Asian Studies |
| PHIL | Philosophy | Department of Philosophy |
| SPAN | Spanish | Department of Hispanic and Italian Studies |

## Faculty of Law

| | |
|---|---|
| LAW | Law |

## Faculty of Science

| | | |
|---|---|---|
| ASTR | Astronomy | Department of Physics and Astronomy |
| BCMB | Biochemistry and Microbiology | Department of Biochemistry and Microbiology |
| BIOC | Biochemistry | Department of Biochemistry and Microbiology |
| BIOL | Biology | Department of Biology |
| CHEM | Chemistry | Department of Chemistry |
| EOS | Earth and Ocean Sciences | School of Earth and Ocean Sciences |
| FORB | Forest Biology | Department of Biology |
| MATH | Mathematics | Department of Mathematics and Statistics |
| MICR | Microbiology | Department of Biochemistry and Microbiology |
| MRNE | Marine Science | Department of Biology |
| PHYS | Physics | Department of Physics and Astronomy |
| STAT | Statistics | Department of Mathematics and Statistics |

## Faculty of Social Sciences

| | | |
|---|---|---|
| ANTH | Anthropology | Department of Anthropology |
| CSPT | Cultural, Social and Political Thought | |
| | | Department of Political Science |
| ECON | Economics | Department of Economics |
| ES | Environmental Studies | School of Environmental Studies |
| GEOG | Geography | Department of Geography |
| POLI | Political Science | Department of Political Science |
| PSYC | Psychology | Department of Psychology |
| SDH | Social Dimensions of Health | Social Dimensions of Health Program |
| SOCI | Sociology | Department of Sociology |

## Peter B. Gustavson School of Business

| | |
|---|---|
| BUS | International Management and Organization |
| ENTC | Entrepreneurship Certificate |
| ENTD | Entrepreneurship Diploma |
| MBA | Master of Business Administration |
| MGB | Master of Global Business |

# Courses by Subject Area

**UVIC GRADUATE CALENDAR 2011-12**

## HOW TO USE THE COURSE LISTINGS

### Course Abbreviation and Number

Courses are listed alphabetically by course abbreviation of up to four letters (e.g., ANTH for Anthropology) and course number (e.g., 100). Three numbers are used for course number plus a letter as appropriate. The first number indicates the year level (0 for university-level upgrading, 1 to 4 for undergraduate level, 5 and 6 for graduate level, 7 for Education Professional Year and 8 for co-op work terms). See page 159 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 158 for a list of courses offered by each faculty and page 159 for a list of course abbreviations.*

**SAMP 501**   Units: **1.5**   Hours: **3-0-1**
**Sample Course Name**
Also: **CD500**
Formerly: **SAMP 500A and 500B**
This sample course description illustrates the notations commonly found in the course descriptions. Not all course descriptions include all the information shown in this sample. For clarification on any information presented in a course description, contact the department or faculty offering the course.

Course descriptions may also include sub-courses offered under the same course number.

**Note:** *Up-to-date information is available from department offices and from the Undergraduate Registration Guide and Timetable, which is available after June from Undergraduate Admissions and Records.*

**Prerequisites:** *Admission to UVic*
**Grading:** *INP/COM, N or F*

### 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 28 for an explanation of grading abbreviations

**Course descriptions do not include information on when courses will be offered. That information is available online at <www.uvic.ca/timetable>.**

# ADMN

## Public Administration
### School of Public Administration
### Faculty of Human and Social Development

**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.

**Prerequisites:** *502A or permission of the department.*

**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 arms 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 arms 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, 507, 507B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.*

**Prerequisites:** *517A.*

**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 arms them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations, with an emphasis in cultural sector leadership.

**Note:** *Credit will be granted for only one of 507B, 507, 507A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.*

**Prerequisites:** *517B.*

**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, externalities, public goods, imperfect information, and cost-benefit analysis.

**ADMN 512**      Units: **1.5**
### Financial Management, Accountability and Performance Measurement

Provides students with a financial management base, covering such topics as budgets, making financial decisions, understanding performance reports and reading financial statements. Students will also be introduced to the role and importance of non-financial accountability and performance measures, and their success in the evaluation of management, programs and services, and to privatization and contracting out in the public sector.

**ADMN 516**      Units: **0**
### Writing in the Public Sector

Public sector managers are expected to possess polished written and oral presentation skills. Students will be guided through advanced skills in written and oral presentation of material for public sector analysis and decision making, including briefing notes, discussion papers, Cabinet memoranda, Treasury Board submissions and inter/intra ministry correspondence.

**Note:** *ADMN 516 is mandatory and must be taken in the first term, and in conjunction with at least one other first term course.*

**Grading:** *INC, COM, N, F.*

**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.*

**Grading:** *INC, COM, N, F.*

**ADMN 517B**      Units: **0.5**
### Graduate Professional Certificate Orientation

Orients students enrolled in the Graduate Professional Certificate in Cultural Sector Leadership Program.

**Note:** *Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.*

**Grading:** *INC, COM, N, F.*

**ADMN 518**      Units: **1.5**
### Economic Policy Analysis

Applies economic theory and methods to public sector topics. Key issues are explored, such as the rationales for and problems with government intervention in the economy (including market failures, externalities, and public goods), economic evaluation, taxation, income distribution, discrimination, environmental economics, natural resources, health care, and welfare and labour markets.

**Note:** *Intended for students with prior academic work in microeconomics. Credit will be granted for only one of 503, 518.*

**ADMN 520**      Units: **1.5**
### Managing Complex Policy Issues

Explores a full cycle on a current policy issue. Students are required to formulate proposals and submit recommendations for policy responses, including assessment of requirements for inter-agency, inter-governmental and public consultation, and proposals for dealing with questions of implementation, organizational innovation, delivery, compliance and enforcement.

**Prerequisites:** *504 is recommended.*

**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 underpinning current public sector functions.

**Note:** *May be taken more than once for credit in different topics.*

**ADMN 530**      Units: **1.5**
### Increasing Organizational Effectiveness: Working with Consultants

An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations.

**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, 530, 530B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.*

**Prerequisites:** *517A.*

**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 530B, 530, 530A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.*

**Prerequisites:** *517B.*

COURSE LISTINGS

**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 531, 431.*
**Prerequisites:** *507 recommended.*

**ADMN 531A**      Units: **1.5**
**Strategic Human Resource Management**
Students will explore the vital role of human capital in organizations, with an emphasis on the library sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

**Note:** *Credit will be granted for only one of 531A, 531, 531B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.*
**Prerequisites:** *517A.*

**ADMN 531B**      Units: **1.5**
**Strategic Human Resource Management**
Students will explore the vital role of human capital in organizations, with an emphasis on the cultural sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

**Note:** *Credit will be granted for only one of 531B, 531, 531A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.*
**Prerequisites:** *517B.*

**ADMN 537**      Units: **1.5**
**Program Evaluation and Performance Measurement**
Examines program evaluation and performance measurement in public and nonprofit organizations. Emphasis is placed on acquiring skills needed to model programs, measure key constructs, select appropriate research designs, and conduct both quantitative and qualitative program evaluations. Issues involved in designing and implementing program performance measurement systems are introduced.

**Note:** *Credit will be granted for only one of 537, 437.*
**Prerequisites:** *502A and 502B or permission of the department.*

**ADMN 544**      Units: **1.5**
**Economic Evaluation Methods and Applications**
A practical introduction to the theory and methods of economic evaluation, including cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.

**Prerequisites:** *For MPA students: 502A, 502B, 509.*
*For others: permission of the department.*

**ADMN 547**      Units: **1.5**
**Intergovernmental Relations in Canada**
Examines the impact on public policy of relations between governments resulting from the distribution of powers among federal, provincial and municipal governments in Canada. Topics will include the 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.

**Prerequisites:** *504 is recommended.*

**ADMN 548** Units: **1.0-3.0, normally 1.5**
**Special Topics in Public Policy**
A study of selected special topics in Public Policy drawn from the current literature in Public Administration or related fields.

**Note:** *May be taken more than once for credit in different topics.*

**ADMN 551**      Units: **1.5**
Formerly: **551A and 551B**
**Introduction to Administrative Justice**
Examines the constitutional and administrative principles that underlie the Canadian federal state in comparative perspective with the United States, Great Britain and France. Students develop a critical understanding of (1) the legal principles under which they will operate as public sector decision makers, (2) the characteristics of the Canadian federal system, (3) the Canadian administrative tribunal system and (4) the influence of International Public Law Regime and tribunal decisions on the activities of the Canadian state.

**Note:** *Credit will be granted for only one of 551, 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 554, 422.*

**ADMN 556**      Units: **1.5**
**The Public Policy Process**
Examines the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to give students the opportunity to develop a thorough understanding of public policy and the dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of a globalized political environment and addresses the involvement of key players such as the courts, media, and interest groups.

**Prerequisites:** *504 or permission of the department. 509 recommended.*

**ADMN 577**      Units: **1.5**
**Strategic Planning and Implementation**
Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis and the management of human resources involved in project management.

**Note:** *Credit will be granted for only one of 577, 477, 411.*

**ADMN 577A**      Units: **1.5**
**Strategic Planning and Implementation**
Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis and the management of human resources involved in project management. This course will have a specific focus on the library sector.

**Note:** *Credit will be granted for only one of 577A, 411, 477, 577, 577B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.*
**Prerequisites:** *517A.*

**ADMN 577B**      Units: **1.5**
**Strategic Planning and Implementation**
Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis and the management of human resources involved in project management. This course will have a specific focus on the cultural sector.

**Note:** *Credit will be granted for only one of 577B, 411, 477, 577, 577A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.*
**Prerequisites:** *517B.*

**ADMN 580**      Units: **1.5**
**Qualitative Evaluation Methods and Applications**
Exploration of 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.

**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 organizations cultures to increase and sustain knowledge utilization; audit and evaluation; comparative evaluation; and evaluation in developing countries.

### ADMN 589    Units: **0**    Hours: **1.5**
Also: **DR 589**
**Co-op Seminar: Introduction to Professional Practice**
Discusses the nature of co-operative education experiential expectations, how to bring learning into the co-op experience, and the services provided by the School of Public Administration Co-op Office. Guidance on how to succeed in co-op placements: preparing resumés and covering letters, interviewing, networking, job development, managing diversity is provided. Attendance at this non-credit course is mandatory for all MPA Online 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:** *INC, COM, N, F.*

### ADMN 602        Units: **1.5**
**Research Methods in Public Administration**
An overview of the most prominent research methods employed in public administration, concentrating on procedures for collecting and analyzing empirical data. Students are introduced to key methodological issues and debates and are required to critically appraise examples of applications of methods in the literature.

### ADMN 604        Units: **1.5**
**Theories of Public Management**
Explores different theories and approaches to understanding public administration and reform. Considers variations in three areas: political and constitutional authority, accountability and responsibility, and the roles of elected and non-elected officials; government structures, responsibilities for policy and service delivery, and distributed governance; and patterns and trends in central decision-making, budgeting, control, transparency, and citizen engagement. Students will review seminal comparative studies on administrative practice and reform and undertake a comparative study on a selected topic.

### ADMN 605        Units: **1.5**
Also: **POLI 607**
**Comparative Policy and Governance**
Focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. Examines: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

**Note:** *Credit will be granted for only one of 605, POLI 507, 607.*

### ADMN 607        Units: **1.5**
**Organizational Behaviour and Analysis**
A review of the origins, analytic traditions, and evolution of the study of organizations, focusing on exploring and analyzing the behaviour of public organizations. Topics include goal formation, tasks, technology, formal structure, informal organization, motivation, perception, values, culture, information, decision making, group dynamics, conflict, leadership, empowerment, creativity, learning and innovation. Concepts and theories are complemented by reviewing seminal literature on private, public, and non-profit organizations, and by undertaking field research.

### ADMN 620        Units: **1.5**
**Policy and Institutional Design and Analysis**
A review of the interdisciplinary foundations of the analysis and design of public policy, and the institutions and strategies for implementing them. Examines the rationale, comparative advantage, and combinations of government hierarchies, markets, networks, and policy instruments. Considers how to meld different disciplinary and professional perspectives and techniques for addressing design and implementation challenges, and how to draw lessons from different policy domains and jurisdictions, through case studies and projects in selected policy domains.

### ADMN 621        Units: **1.5**
**Policy and Program Evaluation and Performance**
Evaluates and compares different sources of information and methodologies that policy-makers and policy analysts use to inform policy debates and decisions, implementation and management strategies, accountabilities, and program reviews. Topics include meta-analysis, cost-benefit analysis, quasi-experiments, program evaluation, performance measurement, smart practices, and other quantitative and qualitative methodologies. Explores the challenges of securing reliable and valid data, the trade-off between high quality and timely information, and conveying complex findings. These approaches and challenges are explored through intensive assessments of existing studies, cases and projects.

### ADMN 645        Units: **1.5**
**Organizational Change and Development**
Examines the philosophy, history, and evolving approaches associated with organizational change and development, with special focus on initiating and managing change in the public sector. Reviews the diverse perspectives on change and the special roles of those who seek to change and develop organizations. Includes topics such as planned and unplanned change, alternative interventions, resistance, leadership, and incremental versus radical change. Students will undertake case studies and assessments of organizational change initiatives.

### ADMN 681        Units: **1.5**
**Quantitative Methods for Public Policy Analysis and Program Evaluation**
Describes the logic behind various quantitative methodologies used in conducting retrospective quantitative evaluations in public policy programs and research. Demonstrates the application of these methodologies using real world policy applications. Topics may include: simple and multiple regression, endogeneity, limited dependent variables, panel data and experimental methods.

### ADMN 693        Units: **3.0**
**PhD Candidacy Examination**
Students enrol in ADMN 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrols in the PhD

program and continues until candidacy requirements have been completed.

**Grading:** *INP, COM, N, F.*

**ADMN 699** Units: **30.0**
**Dissertation**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

## ANTH

### Anthropology
**Department of Anthropology**
**Faculty of Social Sciences**

**ANTH 500** Units: **1.5**
**Seminar in Anthropological Theory**
**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 510** Units: **1.5**
**Selected Topics in Social and Cultural Anthropology**
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:.

   **510A -** **Social Organization**
   **510B -** **Economic Anthropology**
   **510C -** **Political Anthropology**
   **510D -** **Anthropology of Religion**
   **510E -** **Symbolic Anthropology**
   **510F -** **Cultural Ecology**
   **510G -** **Cultural Change**
   **510H -** **Medical Anthropology**

**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 511** Units: **1.5**
Formerly: **501**
**Advanced Research Seminar in Inequality, Culture and Health**
An advanced research seminar which allows students to conduct in-depth 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.

**Note:** *Credit will be granted for only one of 511, 501.*

**ANTH 516** Units: **1.5**
**Seminar in Anthropological Research Methods**
An advanced consideration of the assumptions which lie behind various approaches to conducting research in anthropology.

**ANTH 520** Units: **1.5**
**Specialized Themes in Anthropology**
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

   **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** Units: **1.5**
**Ethnology of Selected Areas**
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:.

   **530A -** **North America**
   **530B -** **Circum-Polar Region**

   **530C -** **Middle America**
   **530D -** **South America**
   **530E -** **Oceania**
   **530F -** **Northeast Asia**
   **530G -** **Southeast Asia**
   **530H -** **Sub-Saharan Africa**
   **530J -** **Pacific Northwest**
   **530K -** **South Asia**

**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 541** Units: **1.5**
Formerly: **540**
**Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts**
An advanced research seminar, which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic (archeological) and contemporary contexts.

**Note:** *Credit will be granted for only one of 541, 540.*

**ANTH 542** Units: **1.5**
**Archaeology of a Selected Area**
**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 551** Units: **1.5**
Formerly: **550**
**Advanced Research Seminar in Ecology and Evolution**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in topics related to both human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

**Note:** *Credit will be granted for only one of 550, 551.*

**ANTH 552** Units: **1.5**
**Selected Topics in Physical Anthropology**
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:.

   **552A -** **Applied Topics in Osteological Methods**
   **552B -** **Soft Part Methods in Population Variation**
   **552C -** **Anthropometry and Disease**
   **552D -** **Primatology**

**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 561** Units: **1.5**
**Selected Topics in Linguistic Anthropology**

**ANTH 590** Units: **1.5-3.0**
**Directed Studies**
**Note:** *Students must consult the department before enrolling in this course.*

**ANTH 597** Units: **0.0-3.0**
**Thesis Proposal Development**
Offered on an ongoing basis, when each individual MA student has completed their required course work and is preparing their thesis proposal. Course must be completed by September 30th of any given year.

**Grading:** *INP, COM.*

**ANTH 598** Units: **0**
**Comprehensive Examinations**
**Note:** *Enrollment restricted to non-thesis MAs only.*
**Grading:** *INP, COM, N, F.*

**ANTH 599** Units: **6.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

**ANTH 600** Units: **1.5**
**Professional Development in Anthropology**
Addresses the responsibilities of anthropologists in communicating the results of their work to academia and the public. Topics covered include (but are not limited to): research ethics, grants and contracts, teaching, conference paper presentation, and publishing. Required for students in the PhD program in Anthropology, and Interdisciplinary PhD students with Anthropology as one of their disciplines.

**ANTH 611** Units: **1.5**
**Advanced Research Seminar in Inequality, Culture and Health**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in socio-cultural anthropology, flexibly integrating student research interests in inequality, visual anthropology, and/or health.

**ANTH 612** Units: **1.0**
**Graduate Colloquium**
A compulsory colloquium for PhD students in Anthropology that meets weekly from late September until mid-April. Papers are presented by graduate students, faculty, and visiting scholars. PhD students are required to participate during the two years they are meeting the PhD residency requirement. Participation includes attendance and at least one paper presentation by the end of the second academic year of the PhD student's program.

**Grading:** *INP, COM, N, F.*

**ANTH 641** Units: **1.5**
**Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic (archaeological) and contemporary contexts.

**ANTH 651** Units: **1.5**
**Advanced Research Seminar in Ecology and Evolution**
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in topics related to both human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

**ANTH 690** Units: **1.5**
**Specialized Directed Study**
These directed study courses explore the history and contemporary debates and relevant issues within a specific topical area, methodological, or theoretical approach within a particular theme of anthropology. These courses are intended to prepare students to participate in and contribute to research and knowledge development in one or more of their particular areas of specialization within the discipline.

PhD students must take any one of the following:.

   **690A -** **Specialized Directed Study in Contemporary Indigenous Peoples**
   **690B -** **Specialized Directed Study in Prehistoric and Historic Indigenous Peoples**
   **690C -** **Specialized Directed Study in Inequality, Culture, Health**
   **690D -** **Specialized Directed Study in Evolution**

**690E - Specialized Studies in Method and Theory**

**ANTH 693**     Units: **3.0**
**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 693.*
**Grading:** *INP, COM, N, F.*

# ART

## Visual Arts
### Department of Visual Arts
### Faculty of Fine Arts

**ART 500**     Units: **9.0**
**First Year Drawing**

**ART 501**     Units: **9.0**
**Second Year Drawing**

**ART 511**     Units: **9.0**
**First Year Painting**

**ART 512**     Units: **9.0**
**Second Year Painting**

**ART 521**     Units: **9.0**
**First Year Sculpture**

**ART 522**     Units: **9.0**
**Second Year Sculpture**

**ART 541**     Units: **9.0**
**First Year Photography**

**ART 542**     Units: **9.0**
**Second Year Photography**

**ART 551**     Units: **9.0**
**First Year Digital Media**

**ART 552**     Units: **9.0**
**Second Year Digital Media**

**ART 570**     Units: **3.0**
**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.

**ART 598**     Units: **0**
**MFA Degree Exhibition**
This final exhibition will be the major source of evaluation for the student's attainment of the MFA and should be regarded as the equivalent of the scholarly thesis of an academic discipline. The degree exhibition will be evaluated by the student's committee which will submit its decision to the department for approval. Graduating students will speak to their work and answer questions from the examining committee. The committee may ask questions about the cultural, social and theoretical relations apparent in the student's work. Students are required to provide documentation of their graduating exhibition which will be on file in the department. This documentation will take the form of slides, photographs, videotapes or other forms appropriate to the student's production.

**Grading:** *INP, COM, N, F.*

# ASTR

## Astronomy
### Department of Physics and Astronomy
### Faculty of Science

**ASTR 500**     Units: **1.5**
**Physics of Stars**
Advanced topics on the analysis and modelling of stars. Topics may include stellar atmospheres, stellar hydrodynamics, nuclear astrophysics or star formation in molecular clouds.

**ASTR 501**     Units: **1.5**
**Stellar Interiors and Evolution**
The physics of stars and stellar explosions. Interior structure and evolution including the origin of the elements. Stellar properties as a function of mass and metallicity. Computational simulations of stars and stellar physics processes, such as mixing, and corresponding observables.

**ASTR 502**     Units: **1.5**
**Binary and Variable Stars**
Stellar binarity and variability as well as its context, for example, in supernova progenitors, stellar populations, stellar physics validation and other areas of astronomy.

**ASTR 503**     Units: **1.5**
**The Interstellar Medium**
Spectral line formation and notation. Processes in the interstellar medium including collisional excitation/ionization, line transfer effects (e.g., resonance and fluorescence), continuum and recombination processes. The theory of photoionized regions. Dust and metals - formation, measurement and chemistry. The application of these physical processes to current research topics, including the composition of the Milky Way and Local Group galaxies and the interstellar media of high redshift galaxies.

**ASTR 504**     Units: **1.5**
**Galactic Structure**
The physical structure of galaxies. Topics may include stellar dynamics within a dark matter halo, the interaction of galaxies with satellite systems, and galaxy mergers.

**ASTR 505**     Units: **1.5**
**Galaxies**
The formation and evolution of galaxies from a modern research perspective. Topics may include the observed properties of galaxies, the growth of galaxies from initial conditions, the development of galactic scaling relations, the relationship between galaxies and large-scale structure and the physical evolution of galaxies.

**ASTR 506**     Units: **1.5**
**Stellar Populations**
The properties of star clusters and their use in improving our understanding of stellar evolutionary theory. The use of star clusters and theoretical stellar models to study the formation of galaxies in the early Universe in addition to the chemical and dynamical evolution of galactic systems.

**ASTR 507**     Units: **1.5**
**Stellar Dynamics**
The dynamics of stellar sub-systems within galaxies. Covers fundamental theories of stellar orbits in addition to research applications to the Milky Way and Andromeda galaxies.

**ASTR 508**     Units: **1.5**
**Cosmology**
Modern research problems in cosmology. Topics may include the measurement of cosmological parameters, universal expansion, large-scale structure, big bang nucleosynthesis and the cosmic microwave background.

**ASTR 511**     Units: **1.5**
**Advanced Topics in Astronomy**
Advanced topics covering research in the fields of extra-galactic and stellar astronomy.

**Note:** *May be taken more than once for credit.*

**ASTR 512**     Units: **1.5**
**Astronomical Instrumentation**
A multi-wavelength overview of astronomical instrumentation. Practical optics and signal processing (e.g., spread functions, resolution, aberrations, sampling, sources of noise, calibrations). Multiwavelength techniques, including interferometry and adaptive optics. Astronomical detectors. Spectroscopy (long and multi-slit, echelle, Fabry-Perot and integral field units). An overview of current and future ground and space facilities, their design and objectives. Application of theory to practice: designing your own observations and writing telescope proposals.

**ASTR 560**     Units: **0**
**Colloquium**
Weekly physics and astronomy colloquium.
**Grading:** *INP, COM, N, F.*

**ASTR 561**     Units: **1.5**
**Student Seminar (MSc)**
Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing astronomical research. This is a continuing course that is taken throughout the MSc program, but credit is not granted until completion of the program.

**Grading:** *INP, COM, N, F.*

**ASTR 580**     Units: **1.0-3.0**
**Directed Studies**
**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.*

# BCMB

## Biochemistry and Microbiology
**Department of Biochemistry and Microbiology**
**Faculty of Science**

**BCMB 500**  Units: **1.5**
**Modern Methods in Biochemistry and Microbiology**
Examines modern methods used to investigate current questions in biochemistry and microbiology with emphasis on critical thinking and practical application. Designed to familiarize students with current research, and mentor them in the analysis of peer-reviewed research and the preparation of seminars.

**BCMB 531**  Units: **0.5**
**Scientific Writing for Biomedical Research**
Exploration of the techniques and strategies of effective scientific writing for knowledge dissemination, grant submission, and peer-reviewed journals. Class time will be used to discuss examples from the current literature, from the popular press and from fellow students.

**BCMB 532**  Units: **0.5**
**Regulation of Eukaryotic Gene Expression**
Detailed review of current topics in eukaryotic gene regulation with emphasis on the practical aspects of gene expression and chromatin conformation analysis using molecular biology and biophysical techniques such as DNA arrays, QPCR, ChIP, next generation sequencing, analytical ultracentrifuge, FRAP, FRET. Given in a journal club format with class discussion.

**BCMB 533**  Units: **0.5**
**Cell Signalling**
Students will develop an understanding of the tools and methods used to dissect eukaryotic signalling pathways, and learn how diverse approaches can be used to determine molecular mechanisms of signalling. Taught from the primary literature.

**BCMB 534**  Units: **0.5**
**Fundamentals of Crystallography**
An exploration of the connection between x-ray diffraction and electron density, including concepts of unit cell, scattering factor, structure factor, anomalous scattering and fluorescence. Data collection strategies will be discussed, including Bragg angles, the direct and reciprocal lattices, the Ewald sphere, single crystal x-ray diffractometers, area detectors, Laue photography, synchrotron radiation, MAD, SAD and MIR.

**BCMB 535**  Units: **0.5**
**Practical Crystallography**
Detailed review of the practical aspects of analysis of x-ray diffraction data collected from protein crystals. Includes techniques for growing and mounting crystals, data collection and reduction, and modern software packages for analysis and presentation. Hands-on experience in solving real structures will be given in a workshop atmosphere, and students are encouraged to bring their laptop computers to class.

**BCMB 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-Delbrück fluctuation test, the Meselson-Stahl experiment, the fine structure mapping of bacteriophage T4, the Jacob and Monod elucidation of the function of the lac operon, and the deciphering of the genetic code.

**BCMB 538**  Units: **0.5**
**Bacterial Pathogen Alteration of Eukaryotic Host Cell Functions**
The mechanism of action of bacterial pathogens and their effector molecules in altering biochemical processes in host cells. Various topics will be discussed, including detailed study of the six specialized secretion systems of gram-negative bacteria and modern biological and biochemical approaches for studying bacterial pathogenesis.

**BCMB 539**  Units: **0.5**
**Practical Bioinformatics**
Aspects of bioinformatics will be reviewed, including searching for distant homologues of proteins with similarity search tools, use of modern web-based motif searching tools, gene prediction and annotation tools, dot plots of proteins and genomes. Given in a journal club format with class discussion.

**BCMB 540**  Units: **0.5**
**Cancer Immunology from Bench to Bedside**
Students are exposed to data and concepts of the immune response to cancer and clinical immunotherapy - specifically cancer vaccines and T cell therapy - with a broad perspective from basic research through to clinical practice. Includes lectures and student-led presentations of primary literature.

**BCMB 541**  Units: **0.5**
**An Introduction to Clinical Oncology for Cancer Researchers**
Intended for graduate students with an interest in cancer research. Students are exposed to concepts of modern oncology from a clinical perspective, including pathology, radiation therapy, systemic therapy, and even psychological support. The goal is to provide a "real world" view of the progress and challenges associated with cancer diagnosis and treatment. Includes lectures by practicing physicians and other clinical staff, as well as student-led presentations of primary literature.

**BCMB 580**  Units: **0**
Formerly: **BIOC and MICR 580**
**Research Seminar**
Requires attendance and participation at all departmental seminars, and the formal presentation of the research that comprises the major portion of the student's MSc thesis in biochemistry or microbiology, or the major portion of the currently completed and proposed research for students intending to transfer to the PhD program.
**Grading:** *INP, COM, N, F.*

**BCMB 589**  Units: **0.5-1.5**
**Special Topics in Biochemistry or Microbiology**
Instruction in a specific or highly specialized aspect of biochemistry or microbiology not otherwise offered in the department's graduate programs.
**Note:** *May be taken more than once in different topics to a maximum credit of 1.5 units.*

**BCMB 680**  Units: **0**
Formerly: **BIOC and MICR 680**
**Advanced Research Seminar**
Requires attendance and participation at all departmental seminars, and the formal presentation of the research that comprises the major portion of the student's PhD thesis work in biochemistry or microbiology.
**Prerequisites:** *580, or BIOC or MICR 580, or permission of the department.*
**Grading:** *INP, COM, N, F.*

**BCMB 693**  Units: **3.0**
**PhD Candidacy Examination**
Students enrol in BCMB 693 upon provisional transfer to the BIOC or MICR PhD program and remain enrolled until all candidacy requirements are complete.
**Grading:** *INP, COM, N, F.*

# BIOC

## Biochemistry
**Department of Biochemistry and Microbiology**
**Faculty of Science**

**BIOC 520**  Units: **1.5**
**Structure of Nucleic Acids and Gene Expression**
An in-depth consideration of recent advances in the biology and physico-chemical properties of nucleic acids. The regulation of gene expression in prokaryotes and eukaryotes will be discussed.

**BIOC 521**  Units: **1.5**
**Biological Membranes**
An advanced study of the properties and functions of biological membranes. Areas of emphasis will include membrane syntheses and assembly, complex membrane systems involved in bioenergetics, molecular transport, signal transduction, and protein secretion.

**BIOC 522**  Units: **1.5**
**Protein Structure and Function**
An in-depth consideration of recent advances in protein structure-function relationships from both a chemical and physical perspective. Consists of formal lectures in addition to required readings and written presentations by students on selected topics.
**Prerequisites:** *404, 504 or equivalent courses.*

**BIOC 525**  Units: **1.5**
**Topics in Biochemistry**
Selected topics in biochemistry as presented by members of the Faculty.

**BIOC 570**  Units: **1.0-3.0**
**Directed Studies in Biochemistry**
A wide range of biochemical topics will be available for assignments. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.
**Note:** *May be taken more than once for credit in different topics. Pro Forma required.*

**BIOC 599**  Units: **to be determined**
**MSc Thesis: Biochemistry**
**Grading:** *INP, COM, N, F.*

**BIOC 699**  Units: **to be determined**
**PhD Dissertation: Biochemistry**
**Corequisites:** *BCMB 693.*
**Grading:** *INP, COM, N, F.*

# BIOL

## Biology
**Department of Biology**
**Faculty of Science**

**BIOL 500** Units: **1.5**
**Selected Topics in the History and Philosophy of Biology**
An epistemological introduction to the history of biological ideas, and creative scientific methodology. Brief introductory readings preface weekly evening tutorials in the first term. Evaluation is based upon student oral and written presentations on a wide range of historical and philosophical topics pertaining to biology.

**BIOL 501** Units: **1.5**
**Principles of Genome Analysis**
A series of lectures and seminars providing an overview of the structure and organization of viral, prokaryotic and eukaryotic genomes. Construction of genetic maps, the nature of repetitive DNAs and how various types of DNA sequences can be used for research in diverse disciplines such as biotechnology, medicine, forestry, agriculture, ecology, and evolution. Students will prepare written reports and give oral presentations on selected topics.

**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 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:** *Enrolment is restricted to 3 students per term.*

**Prerequisites:** *344 or 417 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 behaviour of animals. A survey of sensory systems will include: anatomical, electrophysiological and behavioural descriptions of the evolution and functional properties of sensory systems, and integrative processing. Case history examples will elucidate the importance of interactions between sensory processing and behaviour. Research papers and seminar presentations will be emphasized.

**Prerequisites:** *365; 409A is recommended.*

**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 adaptions 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**
  **549A - Evolution**
  **549B - Ecology**
  **549C - Physiology**
  **549D - Cell Biology**
  **549E - Molecular Biology**

**Note:** *May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.*

**BIOL 550** Units: **1.0-6.0**
**Directed Studies**
  **550A - Evolution**
  **550B - Ecology**
  **550C - Physiology**
  **550D - Cell Biology**
  **550E - Molecular Biology**

**Note:** *May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.*

**BIOL 555** Units: **1.5**
**Advanced Evolutionary Biology**

**BIOL 560** Units: **1.0**
**Annual Biology Graduate Symposium**
Required of all graduate students every year of their degree program except by permission of the depart-

**COURSE LISTINGS**

ment. Shall be treated, in its grading, as the thesis or the dissertation and shall be given one unit of credit upon completion.

**Grading:** *INP, COM, N, F.*

**BIOL 563** Units: **1.5**
Also: **STAT 563**
**Topics in Applied Statistics**
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric 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.

**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
**Peter B. Gustavson 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 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 an essay on management theory, a response to a pedagogical question, and an analysis of an empirical manuscript. These written responses will be combined with an oral examination to assess whether the student has reached a sufficient level of expertise to allow him or her to proceed to the next stage of the program.

**Grading:** *INP, COM, N, F.*

**BUS 694** Units: **0**
**Thesis Proposal Defence**
**Grading:** *INP, COM, N, F.*

**BUS 695** Units: **0.5-4.5**
**Special Topics in Business Administration**
The content, credit value and method of evaluation must be approved by the PhD Program Director.

**Note:** *May be taken more than once for credit in different topics up to a maximum of 20 units.*
**Grading:** *INP, COM, N, F.*

**BUS 699** Units: **15**
**PhD Dissertation**
**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 502** Units: **0.5**
**Leadership in an Inter-Dependent World**
Leadership beliefs, values, assumptions and attitudes will be explored by critically self-examining and analyzing individual perspectives in shaping leadership in community development and the social economy. Connections between personal values and the values embedded in civil society, community development and the social economy will be examined in the context of leading edge theoretical and experience-based approaches to leadership.

**CD 503** Units: **1.0**
**Frameworks of Organizational and Community Development**
Introduces fundamental management, assessment and planning frameworks, concepts and tools relevant to co-operatives, community economic development, and nonprofit organizations and systems. Setting strategic priorities and planning how to invest time, talent and resources (financial, human and information and communication technology) requires systematic, strategic focus and assessment. Dynamic scenario based exercises set in a variety of practice contexts relevant to students' experience and systems will be used throughout the course.

**CD 504** 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 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.

**Note:** *Restricted to MACDI 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 elements that accompany organizational and community enterprise development. Stream-specific readings and practices will complement the core content.

**CD 507** Units: **1.5**
**Development Finance**

A review of the current conventional sources (governments, banks, credit unions, etc.) of capital: how they are accessed, obstacles and opportunities. Considers specialized investment sources that have been created, how to match funds/investments and ideas for new institutional arrangements. The field will be explored from both the point of view of those seeking investment and those who make the investment (e.g., community investment loan funds).

**CD 508** Units: **1.5**
**Co-operatives in Global Perspective**

Examines the diversity of co-operative experiences in Canada and around the world focusing on co-operative movements, organizations, and thought, and the development of co-operative economies in historical and contemporary contexts. Students will develop an understanding of how the co-op model is being adapted and reinvented to respond to traditional economic and social issues and as a means of developing an alternative economic paradigm at local, regional, and international levels.

**CD 509** Units: **1.5**
**Developing Capacities to Lead and Manage in the Non-Profit Sector**

Focuses on developing the capacities of strategic planning, strategy and program management, resource generation, financial and human resource management, performance, information and communication technology, communications management, and ensuring accountability to multiple stakeholders. Students will develop an in-depth understanding of leading edge management frameworks and examine their relevance to leading and managing in the community sector.

**CD 510** Units: **1.5**
**Leadership, Management and Governance within Organizations**

Develops the competencies required to effectively lead and manage organizations from the 'inside', focusing on leadership capacities, human resources (staff, boards and volunteers), governance, internal and external stakeholder relations. Through a blend of theory, practice and experiential simulations, students will integrate their learning as well as appreciate the unique dimensions of co-operatives, social enterprises and non-profit organizations.

**Note:** *Restricted to MACD students only.*

**CD 511** Units: **1.0**
**Developing Personal Capacity to Facilitate and Lead Change**

Develops key competencies for personal, group, organizational and community leadership in teamwork, facilitation, presentation skills, negotiation, conflict resolution, group dynamics and collaboration. Integrative and experiential exercises and approaches throughout the residency will develop competency and capacity for individual and team effectiveness. Particular attention will be paid to creating exercises that require participants to deal with practice situations relevant to the CED, co-operatives and non-profit streams.

**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 513** Units: **0.5**
**Scaling Up and Systems Change**

Examines the system factors (such as personal, policy, bureaucratic, economic, and social) that encourage and challenge innovation and encourages analysis of cases that demonstrate successful scaling, practices or particular innovations. An emphasis will be placed on exemplary practices in community development, co-operative development, non-profits and social economy with special attention to the dynamics and multiple levels of engagement involved in successful examples.

**CD 514** Units: **1.0**
**The Comprehensive Development System**

Explores the complexities and trade-offs that must be confronted and resolved in all community economic development activity and strategy. These include analyzing and choosing among the different tools for fulfilling key functions, integrating, staffing and managing complex programs, information management, creating multi-sectoral alliances, building community support, and a sustainable funding structure.

**CD 515** Units: **1.0**
**Critical Issues in Co-op Governance and Management**

Provides participants a deeper understanding of governance and management issues that arise throughout the development cycle of co-operatives. Students will examine a number of challenges and their potential solutions within co-operatives and co-op movements, including co-operative governance, stakeholder engagement, marketing strategies, employee relationships, capital formation, sector relationships, legislative frameworks, community responsibilities, and public policy affecting co-operative development.

**CD 516** Units: **1.0**
**Government, Business and Non-profit Sector Relations**

Examines the historical roots and the social, political, economic and legal framework that set the context for current and future organizational and sectoral influence and capacity. Explores the public policy process and its relation to leadership, management and collaborative ventures in Canada particularly. The evolving role of the private sector and inter-sectoral relations will be examined in the context of rapidly shifting attitudes and belief systems (local to global).

**CD 517** Units: **0.5**
**Leverage Points for Transformational Change**

Surveys the key leverage points for exercising strategic leadership for addressing key trends at the local and regional level. Examples include: innovations in social services and health care; traditional and alternative forms of non-market land tenures (relevant to agriculture, housing affordability, ecological protection, and community entrepreneurship), reorganizing the value chain, and markets for local food. Exemplary practice and understanding of key policy innovations are drawn from local and international sources.

**CD 518** Units: **1.5**
**Citizen Participation and Democratic Governance**

Introduces students to concepts of citizenship, democracy and governance and addresses different histories and forms of democracy. The meanings of citizenship and its relationship to identity, engagement and participation are discussed. Explores different models of governance and reviews governance practices and structures at multiple levels in different jurisdictions. Also investigates the role of accountability in democratic governance, including forms and techniques of accountability.

**CD 519** Units: **1.5**
**Strategic Communications, Engagement and Community Relations**

Examines strategic communications, marketing, public/media relations, engagement approaches, the role and use of technology when community-based organizations engage others in the context of community and stakeholder relations.

**CD 520** Units: **0.5**
**Anchoring a Change Agenda: Going Forward**

Provides an opportunity for students to engage with each other in generative dialogue to explore learning in strategically advancing civil society, social economy and strengthening of communities. Participants will analyze the context, engage in dialogue/debate, and formulate recommendations for action for going forward. May include an opportunity to connect with key practitioner leaders and innovators working in a variety of contexts around the world, with real time linkages via technology.

**Note:** *Restricted to MACD students only.*

**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 590** Units: **1.5**
**Directed Studies**
An international or local exchange, a study tour, self-directed reading, or an innovative personal learning design. Must be applicable to the field of study. Primary consideration will be given to its role and relevance in deepening skills and knowledge to strengthen the capacity of the student to provide leadership in the future.

**Note:** *May be taken more than once for credit in different topics with permission of the Director.*

**CD 591** Units: **1.5**
**Selected Topics Course**
A study of selected topics drawn from the current literature and practices in the social economy or related fields.

**Note:** *May be taken more than once for credit in different topics with permission of the Graduate Adviser.*

**CD 596** Units: **4.5**
**Group Project**
A substantial analysis of a management, policy or program problem for a client in the community development sector. This group project is prepared in consultation with the client and an academic supervisor drawn from regular university faculty and qualified practitioners and must be both practical and academically rigorous. The group project is defended in an oral examination.

**Grading:** *INP, COM, N, F.*

**CD 598** Units: **4.5**
**Major Project**
Expected to be a substantial analysis of a management, policy or program problem for a client in the community development sector. This major project is prepared in consultation with the client and an academic supervisor drawn from regular university faculty and qualified practitioners and must be both practical and academically rigorous. The major project is defended in an oral examination.

**Grading:** *INP, COM, N, F.*

# CHEM

## Chemistry
**Department of Chemistry**
**Faculty of Science**

**CHEM 509** Units: **1.0**
**Seminar**
**Grading:** *INP, COM, N, F.*

**CHEM 510** Units: **1.5**
**Instrumentation**

**CHEM 511** Units: **1.5**
**Topics in Instrumental Analysis**

**CHEM 521** Units: **1.5**
**Advanced Inorganic Chemistry**
Advanced topics in inorganic chemistry from across the periodic table, building on principles established in 222, 324 and 353. Topics may include: main group organometallics, novel structures and reactivity, catalysis, inorganic polymers, zeolites, fullerenes, metal-metal and metal-ligand multiple bonding, bioinorganic chemistry, metal clusters, or chemistry of the lanthanides and actinides.

**Note:** *Credit will be granted for only one of 521, 524, 526 (if taken in the same topic).*

**CHEM 523** Units: **1.5**
**Organometallic Chemistry**

**CHEM 525** Units: **1.5**
**Advanced Transition Metal Chemistry**

**CHEM 526** Units: **1.5**
**Topics in Advanced Inorganic Chemistry**
**Note:** *Pro Forma required. May be taken more than once for credit.*

**CHEM 527** Units: **1.5**
**Advanced Main Group Chemistry**

**CHEM 533** Units: **1.5**
**Organic Synthesis**

**CHEM 536** Units: **1.5**
**Organic Photochemistry/Reactive Intermediates**

**CHEM 537** Units: **1.5**
**Biological and Medicinal Chemistry**
An introduction to medicinally important biological systems and the small molecules that perturb them. Topics will include: chemical aspects of proteomics, biological target identification, mechanisms of action for important drugs, lead identification and development, and enzyme inhibitor design.

**Prerequisites:** *Any biochemistry or biology course numbered 200 or higher, or permission of the instructor.*

**CHEM 538** Units: **1.5**
**Supramolecular Chemistry**

**CHEM 547** Units: **1.5**
**Reaction Dynamics and Spectroscopy**

**CHEM 550** Units: **1.5**
**Chemical Applications of Group Theory**

**CHEM 555** Units: **1.5**
**Statistical Thermodynamics**

**CHEM 556** Units: **1.5**
**Topics in Advanced Physical Chemistry**
**Note:** *Pro Forma required. May be taken more than once for credit.*

**CHEM 560** Units: **0.5**
**Research Tools and Special Topics**
This course will be offered as multiple 0.5-unit modules that count as graduate lecture courses for the purposes of Chemistry graduate program requirements. Consult the course coordinator for offerings in a particular year.

**Note:** *Pro Forma required. May be repeated for credit in different topics.*

**CHEM 577** Units: **1.5**
**Computational Chemistry**

**CHEM 590** Units: **0.5-3.0**
**Directed Studies**
**Note:** *Pro Forma required. May be taken more than once for credit.*

**CHEM 599** Units: **12.0**
**MSc Thesis**
**Grading:** *INP, COM, N, F.*

**CHEM 633** Units: **1.5**
**Topics in Advanced Organic Chemistry**
**Note:** *Pro Forma required. May be taken more than once for credit.*

**CHEM 634** Units: **1.5**
**Physical Organic Chemistry**

**CHEM 645** Units: **1.5**
**Advanced Electrochemistry**

**CHEM 646** Units: **1.5**
**Surface Science**

**CHEM 647** Units: **1.5**
**Materials Science**

**CHEM 670** Units: **1.5**
**Property-Directed Synthesis Discussion**
**Note:** *May be taken more than once for credit.*

**CHEM 676** Units: **1.5**
**Polymer Science**

**CHEM 680** Units: **1.5**
**Reactivity, Dynamics and Spectroscopy Discussion**
**Note:** *May be taken more than once for credit.*

**CHEM 693** Units: **3.0**
**PhD Candidacy Examination**
Students enrol in CHEM 693 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.*

**CHEM 699** Units: **36.0-39.0**
**PhD Dissertation**
**Pre- or corequisites:** *693.*
**Grading:** *INP, COM, N, F.*

# CSC

## Computer Science
**Department of Computer Science**
**Faculty of Engineering**

**CSC 505** Units: **1.5**
**Computer Graphics**
Provides students with a solid background in interactive, generative graphics techniques and hands-on experience programming a modern high resolution, raster display workstation. Covers the hardware and

software structures of modern workstations, raster algorithms and data structures (Bresenham's line and circle algorithms, polygon clipping, region filling, colour), transformations (two- and three-dimensional translation, scaling, and rotation as matrix operations), viewing and representation of three-dimensional shapes, approximation of curves and shapes, hidden line and hidden surface elimination algorithms.

### CSC 510 — Units: **1.5**
**Advanced Human-Computer Interaction**
Topics of design methodologies, evaluation methodologies (both lab and field studies), human information processing, human movement, cognition, and perception are studied. Introduces students to research methods in HCI, and includes research topics such as: groupware and computer-supported cooperative work; customizable and adaptive systems; small screen, large screen, and tabletop displays; hypertext and multimedia; and virtual and augmented reality.

### CSC 511 — Units: **1.5**
**Information Visualization**
An introduction to visualization, or the use of interactive visual representations of data to support human cognition. Principles of visualization design are presented from a human perceptual and cognitive standpoint. Topics include: design, interaction, perception and cognition, evaluation and applications.

### CSC 520 — Units: **1.5**
**Analysis of Algorithms**
General techniques for designing and analyzing algorithms; an in-depth examination of several problems and algorithms with respect to their time and space requirements; advanced data structures; sorting and searching; graph algorithms; geometric algorithms; backtracking; NP complete problems; approximation algorithms.

### CSC 522 — Units: **1.5**
**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.

### CSC 523 — Units: **1.5**
**Randomized Algorithms**
Basic techniques in design and analysis of randomized algorithms: moments and deviations, Markov chains and random walks, martingales, and algebraic techniques. Other topics include: the probabilistic method, random structures, and complexity. Applications are selected from: parallel algorithm, routing networks, combinatorial optimization, data structure, approximate solutions to intractable problems, cryptography, pattern matching, and computational geometry.

### CSC 524 — Units: **1.5**
**Computational Complexity**
Elements of the theory of computational complexity. Topics covered include: the distinction between tractable and intractable problems; definition of computational models and complexity classes; techniques for comparing the complexity of problems; the classes P (deterministic polynomial time); and NP (nondeterministic polynomial time); P and NP completeness; Auxiliary Pushdown Automata; Alternating Turing Machines; the polynomial time hierarchy; the classes Polynomial Space and Logarithm Space; probalistic complexity classes; models of parallel computation; can all problems in P be effectively parallelized? Randomized parallel computation.

### CSC 525 — Units: **1.5**
**Computational Biology Algorithms**
The design, analysis and implementation of algorithms used in Computational Biology. Typical topics include algorithms for sequence alignment, database searching, gene finding, phylogeny and structure analysis.

### CSC 526 — Units: **1.5**
**Computational Geometry**
An introduction to algorithms and data structures which are used to solve geometrical problems. Topics include geometric searching, convex polygons and hulls, Voronoi diagrams, plane sweep algorithms, proximity, and intersections. Application areas discussed include computer graphics, VLSI design and graph theory.

### CSC 528 — Units: **1.5**
**Combinatorial Algorithms**
Focuses on the interfaces between combinatorics and Computer Science. Algorithms and data structures that are used to manipulate, generate, and randomly select combinatorial objects are studied. Such objects include sets, permutations, combinations, trees, graphs. Methods for analyzing combinatorial algorithms such as recurrence relations, asymptotics, and amortized complexity are presented.

### CSC 529 — Units: **1.5**
**Cryptography**
Paradigms and principles of modern cryptography. Topics include: review of classical and information-theoretic cryptography; block ciphers; DES, Cryptanalysis of DES, modes of operation, AES; Cryptographic hash functions and message authentication codes; public key cryptography, RSA, ElGamal and other public key systems, signature schemes; introduction to security protocols; secret sharing schemes and zero knowledge techniques.

### CSC 535 — Units: **1.5**
**Compiler Construction**
An introduction to important topics in the design and implementation of a compiler for a modern programming language such as Java. Topics include parsing, syntax directed translation, intermediate code representation, static single assignment form, dataflow analysis, simple optimizations, and code generation for a simple architecture.

### CSC 540 — Units: **1.5**
**Numerical Analysis I**
Numerical Linear algebra. Topics include: Gaussian elimination and its variants; sparse positive definite linear systems; sensitivity of linear systems; condition and stability; orthogonal matrices and least squares; eigenvalues and eigenvectors; the QR algorithm; the singular value decomposition.

### CSC 545 — Units: **1.5**
**Operations Research I**
Linear programming and its applications. Topics discussed include the following: the simplex method, the revised simplex method, computer implementation of linear programming, duality, dual simplex and primal dual algorithms, parametric analysis and post-optimality analysis. Applications are selected from: the transportation problem, the assignment problem, blending problems, inventory problems, activity analysis, game theory and network analysis.

### CSC 546 — Units: **1.5**
**Operations Research II**
An introduction to model design using queuing theory and simulation techniques. Topics covered include a brief introduction to queuing theory, basic ideas in simulation, random number generators, sampling, critical event and time slice methods, organization of a simulation study, and basic concepts of simulation programming.

### CSC 551 — Units: **1.5**
**Computer Communications and Networks II**
Selected topics in computer communications and networks including: origins of computer networking, connection-based and connectionless communication, the Internet, layers above the transport level, recent developments in communications including the impact of new media and related protocols. Emphasizes the evolution of communications concepts from first inception to present form and considers future directions for research and development in communications.

### CSC 552 — Units: **1.5**
**Advanced Switching Theory**
A selection of topics in switching theory and their application to the design of digital systems. The emphasis is on techniques suited to computer aided design (CAD). Topics to be covered are selected from: formal aspects of switching theory; spectral logic; combinational and sequential circuit synthesis; algorithmic state machines; and the software aspects of hardware design such as hardware description languages.

### CSC 554 — Units: **1.5**
**Fault Tolerant Computing**
Issues of fault tolerant computing are discussed, ranging from the choice of fault tolerant architectures, to expert systems for the design and test of integrated circuits. Topics include: design and test of defect free integrated circuits, fault modelling, built in self test, data compression, error correcting codes, simulation software/hardware, fault tolerant system design, CAD tools for design for testability.

### CSC 560 — Units: **1.5** — Hours: **3-3**
**Design and Analysis of Real-Time Systems**
Fundamental issues in the design of real-time operating systems and application software. Typical topics include: hard real-time scheduling, interrupt driven systems, process communication and synchronization, language requirements for real-time systems, decomposition of real-time requirements into process model, and case studies. A project involving design, implementation and testing of a real-time executive and real-time application software will also be included.

**Note:** *Not open to students registered in or with credit in 460.*

### CSC 561 — Units: **1.5**
**Multimedia Systems**
Introduction to multimedia systems and applications. Topics include multimedia system design issues, representation, processing and retrieval of temporal and non-temporal media types, compression techniques, JPEG and MPEG encoding, multimedia system architecture, operating systems, networking, quality of service and database system issues, object-oriented multimedia programming, user interface, virtual worlds.

**CSC 562** Units: **1.5**
**Distributed Computing**
Recent developments and advanced research topics in the area of distributed computing. Topics include: distributed operating systems, interprocess communications, remote procedure calls, network transparency, file server, execution location, and failure transparency, fault tolerant distributed systems, process replication, load balancing, task migration and performance issues, interconnection strategies, network configurations, problem decomposition, distributed updating of multiple copies, global object addressing, centralized and decentralized control mechanisms, reliability and the reconnection problem, and finally case studies of some of the more significant distributed systems.

**CSC 563** Units: **1.5**
**Data Compression**
Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modeling methods, transform-based compression methods based on discrete cosines and wavelets, and fractal compression; standard compression methods including JBIG, JPEG, and MPEG.

**CSC 564** Units: **1.5**
**Concurrency**
Introduction to the foundations of concurrency theory and the issues of specification and verification of concurrent systems. Topics include models of concurrency such as Petri nets, labelled transition systems, and traces; specification of concurrent systems/programs in formalisms including process algebras, statecharts, Petri nets and temporal logics; verification techniques such as bisimulation and model checking; verification using existing research tools. Case studies will be taken from coordination problems, controller design, communication and security protocols, hardware and user interface design.

**CSC 565** Units: **1.5**
**Massive Data Sets, Scalability and Concurrency**
A cross section of topics from computer science disciplines, including databases, operating systems, architecture, programming languages and theory, and considers challenges associated with concurrency from multiple perspectives. Students will be exposed to research involving programming paradigms and software practices for concurrent systems, algorithmic techniques for new paradigms, low level mechanisms for the implementation of practical primitives, applications including data mining and cloud computing, systems support for multicore computation, and pedagogy for concurrency in modern curriculum.

**CSC 567** Units: **1.5**
**Switching, Network Traffic and Quality of Service**
Emphasizes the recent developments and advanced topics in the Layer 2/3 and the data plane. Review of computer communications and networks. Switch & Router Architectures, Traffic Management and Traffic Engineering, Data and Control Plane (Virtual Private Networks, MPLS), QoS routing aspects and Protocols. Optical Networks.

**CSC 569** Units: **1.5**
**Wireless and Mobile Networks**
The recent developments and advanced research topics in wireless and mobile networks. Topics include: radio propagation models, mobility models, location management, protocols particularly tailored for wireless and mobile networks, and analytical performance evaluation of wireless and mobile networks.

**CSC 571** Units: **1.5**
**Advanced Databases**
Important and recent developments in databases are covered in detail. Topics include: storage technology, data structures adapted to secondary storage, query optimization, advanced transaction management, parallel or distributed databases, databases and grid computing, multidimensional data and indexes, On-Line Analytic Processing (OLAP), information integration, streaming data, SML and semistructured data, fine-grained access control and anonymization techniques.

**CSC 575** Units: **1.5**
**Music Retrieval Techniques**
A comprehensive advanced overview of the emerging research area of Music Information Retrieval (MIR). Topics include techniques from signal processing, machine learning, information retrieval, human-computer interaction and software engineering that are applied in the design and development of MIR algorithms and systems. Integration of knowledge from different research areas to solve concrete problems.

**CSC 578** Units: **1.5**
**Topics in Software Applications**
Offered as 578A, 578B, 578C, 578D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 579** Units: **1.5**
**Overlay and Peer-to-Peer Networking**
Focuses on the recent developments and advanced research topics in Layer 3 and above and the control plane of the Internet. Topics include: overlay network architectures, peer-to-peer application models, end-to-end control mechanisms, inter- and intra-domain routing protocols, service provisioning, network measurement, and related best current practices on the Internet.

**CSC 581** Units: **1.5**
**Topics in Artificial Intelligence**
Offered as 581A, 581B, 581C, 581D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 582** Units: **1.5**
**Topics in Theoretical Computer Science**
Offered as 582A, 582B, 582C, 582D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 583** Units: **1.5**
**Topics in Programming Languages**
Offered as 583A, 583B, 583C, 583D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 584** Units: **1.5**
**Topics in Numerical Analysis and Operations Research**
Offered as 584A, 584B, 584C, 584D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 585** Units: **1.5**
**Topics in Hardware and Computer Architecture**
Offered as 585A, 585B, 585C, 585D.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 586** Units: **1.5**
**Topics in Computer Systems and Software**
Offered as 586A, 586B, 586C, 586D, 586E, 586F.

**Note:** *May be taken more than once for credit in different topics.*

**CSC 589** Units: **1.5**
**General Topics in Computer Science**
Offered as 589A, 589B, 589C, 589D.

**Note:** *May be taken more than once for credit in different topics.*

**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**
**Graduate Seminar**
The main objective is to teach critical skills in order to be a successful researcher. This includes: how to prepare for and present a research seminar talk, how to prepare a research proposal, how to do a literature search, and how to evaluate constructively research papers, proposals and/or presentations.

**Grading:** *INP, COM, N, F.*

**CSC 598** Units: **3.0**
**Master's Project**
**Grading:** *INP, COM, N, F.*

**CSC 599** Units: **6.0**
**Master's Thesis**
**Grading:** *INP, COM, N, F.*

**CSC 693** Units: **3.0**
**PhD Candidacy**
**Grading:** *INP, COM, N, F.*

**CSC 699** Units: **33.0-34.5**
**PhD Dissertation**
**Prerequisites:** *693.*
**Grading:** *INP, COM, N, F.*

## CSPT

# Cultural, Social and Political Thought
**Department of Political Science**
**Faculty of Social Sciences**

**CSPT 500** Units: **1.5**
**Topics in Cultural, Social and Political Thought**
An interdisciplinary seminar on topics such as language and social theory, tradition and modernity, democracy and freedom, global order and disorder, structuralism and post-structuralism, feminism and Marxism.

**Note:** *Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit. Open to MA or PhD students in Social Sciences or Humanities with permission of the Director of the Program.*

**CSPT 501** Units: **1.5**
**Contemporary Cultural Social and Political Thought I**
An exploration of contemporary themes and issues in cultural, social and political thought. The emphasis will be on relating currents of thought in various disciplines to one another and exploring 20th and 21st

century thinkers whose influence has transcended cultural and disciplinary boundaries.

**CSPT 590**    Units: **1.5 or 3**
**Directed Readings**

Individual study, under the direction of a participating faculty member, of a topic or topics in cultural, social and political thought.

**Note:** *A student in the Program may substitute POLI 590 or SOCI 590 for CSPT 590, with permission of the Director of the program. May be taken more than once for credit in different topics.*

**CSPT 600**    Units: **1.5**
**Advanced Topics in Cultural, Social and Political Thought**

An interdisciplinary PhD Seminar on selected topics in Cultural, Social and Political Thought.

**Note:** *Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit with permission of the Director of the Program. Open to PhD students in Social Sciences or Humanities with permission of the Director of the Program.*

**CSPT 601**    Units: **1.5**
**Contemporary Cultural Social and Political Thought II**

A continuation of 501, this seminar is designed for students proceeding to a doctoral candidacy examination in Cultural Social and Political Thought. The focus will be on themes and thinkers important to contemporary cultural social and political thought but as yet unfamiliar to the students participating in the seminar.

**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 690 or SOCI 690 for CSPT 690, with permission of the Director of the program. May be taken more than once for credit in different topics.*

# CYC

## Child and Youth Care
**School of Child and Youth Care**
**Faculty of Human and Social Development**

*Courses included in the SCYC-ECDVU Master's Degree Program (http://www.ecdvu.org) are identified by an asterisk (*).*

**CYC 541***    Units: **1.5**
**Historical and Contemporary Theoretical Perspectives in Child and Youth Care**

An exploration of historical and contemporary perspectives in child and youth care, including selected works of international pioneers across a range of child and youth care areas of practice. The theoretical and applied elements of the child and youth care perspective will be examined in relation to direct practice. Significant issues and trends will be investigated. All analyses will include critiques informed by cross-cultural and gender sensitive perspectives.

**CYC 543***    Units: **1.5**
**Qualitative Research Methods in Child and Youth Care**

An overview of approaches to qualitative research which are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design and will practice techniques for collecting and analyzing qualitative data.

**CYC 545***    Units: **1.5**
**Quantitative Research Methods in Child and Youth Care**

Students will be expected to learn and be able to apply the techniques of quantitative research methodology to the field of child and youth care. Topics will include: research design and problem formulation, sampling, measurement and scaling, research ethics, and data analysis.

**CYC 546**    Units: **1.5**
**Human Change Processes: From Theory to Practice**

The framework for exploring human change processes will grow out of questions like the following: What is change? How does change occur? What kinds of change strategies are more effective than others? Students will pursue their research and practice interests by examining and reflecting on the current literature on individual, family, community, and global change.

**CYC 547***    Units: **1.5**
**Professional Leadership in Child and Youth Care**

Aspects of professional leadership, including ethical practice, teams and teamwork, change management and managing transitions, diversity and cultural competence, transformational learning, learning organizations and environments, strategic thinking and participative management will be explored with special emphasis on the multidisciplinary evolution and transformation of child and youth care settings and programs.

**CYC 549***    Units: **1.5**
**Program Design and Development in Child and Youth Care**

Engages learners in various processes of program planning. Learners will also examine the cycles of planning and delivery of programs in the field of child and youth care. Various learning activities will include: managing resources, forming partnerships, conducting feasibility analyses, and evaluations.

**CYC 551***    Units: **1.5**
**Ensuring Quality in Child and Youth Care Programs**

Explores what we know about creating quality programs for children, youth and their families. Recent advances in defining quality, creating client-centred standards, assessing outcomes, developing self-renewing organizations, and involving families and communities will be examined from a child and youth care practice perspective.

**CYC 552**    Units: **1.5**
**Ethics in Practice**

Critical reflection on professional and applied ethics from multiple perspectives and traditions. Topics include: developing a familiarity with various conceptual resources and ethical decision-making frameworks, recognizing one's socio-cultural and historical situatedness as an ethical dilemma, appreciating the complexity, plurality and uncertainty of everyday CYC practice, and critically appraising the adequacy of decision-making tools and resources for responding to ethical concerns and challenges are key course objectives.

**CYC 553**    Units: **1.5 or 3.0**
**Practicum in Child and Youth Care**

The supervised field placement is designed to provide CYC students with an opportunity to apply their skills working with children, youth, families and communities in a supervised setting. Placements which involve individual, family and/or group counseling, can only be undertaken with qualified (i.e. Master's level) supervisors, and require a minimum commit-ment of 300 hours (3.0 units). Those students who have not completed a practicum as part of their undergraduate degree will also be required to enrol in the 3.0 unit course. Regular contact with the course instructor and consultations between the student, placement supervisor and instructor will be required.

Students registered in the 1. 5 unit course will be required to complete a minimum of 165 hours. Students registered in the 3.0 course will be required to complete a minimum of 300 hours.

**Note:** *Students are normally required to complete 13.5 units of coursework before registering in 553.*

**Grading:** *INP, COM, N, F.*

**CYC 554**    Units: **1.5**
**Diversity in Practice**

Explores the complexity of diversities that shape the contexts of professional practice with children, youth and their families who come from different communities, represent a wide range of social networks, familial structures and belief systems. The attitudes and skills necessary to equip professionals to be attentive to the socially and culturally diverse populations that they face will be the focus of this course.

**CYC 558**    Units: **1.5**
**Graduate Writing Seminar**

Engages students in the process of proposal writing in preparation for either their master's research thesis or applied research project. Includes a consideration of the Human Research Ethics Board review process, specialized information literacy training with the university library, and other issues of writing and research.

**CYC 561**    Units: **1.5 or 3**
**Special Topics in Child and Youth Care Theory**

Explores specialized areas of theoretical interest in the field of Child and Youth Care.

**Note:** *Topics will vary. May be taken more than once for credit in different topics.*

**CYC 562***    Units: **1.5 or 3**
**Special Topics in Child and Youth Care Intervention**

Students will study models of intervention in child and youth care which are specific to their area of specialization.

**Note:** *Topics will vary. May be taken more than once for credit in different topics.*

**CYC 563**    Units: **1.5**
**Specialized Practicum in Child and Youth Care**

In consultation with a faculty adviser, students will select a special setting for advanced work and training. In some settings, this may take the form of a clinical internship. Students will work under supervision and will consult regularly with both the practicum supervisor and faculty course instructor. Students may be required to complete a specialized theory or intervention course in their area of focus prior to undertaking the specialized practicum.

Students are required to complete a minimum of 165 hours.

**Prerequisites:** *553.*

**Grading:** *INP, COM, N, F.*

**CYC 564***    Units: **1.5**
**Special Topics in Child and Youth Care Research**

A variable content course that is focused on research in selected areas of Child and Youth Care. Topics will vary and students may take the course more than once for credit provided that the topics are different.

**CYC 565\*** Units: **1.5**
**Child and Adolescent Development in Context**
A holistic and contextualized perspective on child and adolescent development highlighting the importance of culture and context to human development. Recent publications highlighting non-western perspectives on human and social development will constitute a significant part of the course.

**CYC 566** Units: **1.5**
**Implementing the UN Convention on the Rights of the Child**
Examines the history of the Convention on the Rights of the Child, its relation to other human rights frameworks, and its use as an advocacy tool by professionals working with children and youth. Students will synthesize and apply this information through practice involving children, youth, and families. Examples of the application of the Convention on the Rights of the Child in various cultures and countries will be used to build advocacy strategies at the individual and system level.

**CYC 568** Units: **1.5**
**Program Evaluation and Policy in Child and Youth Care**
Drawing on knowledge and skills in program design and development, learners will learn to utilize program and personnel evaluative practices and explore strategies for ensuring transfer from program delivery and outcomes to policy formulation and development.

**CYC 569** Units: **1.5**
**Human and Organizational Change**
Explores theories and case studies relating to the nature of change at various levels of personal and organization functioning. Developmental, therapeutic and transformational change will be examined in the contexts of the evolving national and international systems of governmental and non-governmental child, youth and family services. Strategies and dynamics related to selected topics such as the management of change, the use of teams and teamwork, program development, project management and leadership will be addressed.

**CYC 571** Units: **1.5**
**Youth Substance Use: Perspectives on Theory, Research and Practice**
Contemporary theoretical perspectives on youth substance use will be critiqued. Students will apply research strategies used to identify prevalence and risk factors associated with youth substance use patterns, and assess effectiveness of prevention and intervention approaches. A critical review of current approaches to prevention and treatment will be undertaken to increase awareness of the limitations and strengths of these interventions and their abilities to address child and youth care needs.

**CYC 580** Units: **1.5**
**Child and Youth Care in the Context of International Development**
A historical perspective on the relationship among various constructions and understandings of children and their identified needs, and the policies, initiatives and priorities of various governmental and non-governmental organizations and programs. The characteristics of these initiatives as they have been operationalized within specific regions and countries will be examined. Participants are expected to identify an initiative and a country or region of interest and develop a case study for presentation.

**CYC 582** Units: **1.5**
**Children's Survival, Health, and Development in Ecocultural Context**
An exploration of the diversity of settings, goals, opportunities and challenges for children's survival and development. Expands learners' knowledge of proximal and distal determinants of children's health, in local, national and international contexts using a bio-ecocultural model. Learners will explore multiple interacting factors shaping how childhood is conceptualized, how children are cared for, and the importance of working with communities to develop actions to promote child survival and optimal development.
**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.

**CYC 641** Units: **3.0**
**Generating Knowledge in Child and Youth Care**
Extends learners' understanding of methodologies used to conduct social inquiry and how decisions about methodology affect knowledge outcomes and influence policy and practice. The focus will be the interplay of epistemology, ontology and methodology and the significance of cultural context, social location and the ethics of research. Learners will deepen their understanding and creative capacities to generate knowledge and methods, and strengthen the research foundations for theory and practice in CYC.

**CYC 643** Units: **1.5**
**Qualitative Research in Child and Youth Care**
Opportunities for learners to apply research practices commonly used in qualitative research. Examples of such competencies may include, description, interpretation, and analysis found in methodologies such as grounded theory, critical theory, ethnography, phenomenology, and narrative research.
**Prerequisites:** *3 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.*

**CYC 645** Units: **1.5**
**Quantitative Research in Child and Youth Care**
Students will be exposed to an in-depth exploration and application of specific quantitative methods for studying issues related to child and youth care. Examples of possible foci include secondary analyses, quantitative approaches when working with small sample sizes, research on clinical practice, and program evaluation.
**Prerequisites:** *3 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.*

**CYC 671** Units: **1.5**
**Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy**
A problem-based approach to learning that situates concepts and theories within issues related to children, youth, and families. Utilizes existing child and youth care research in relation to the challenges of practice and policy in various settings and cultural locations.
**Prerequisites:** *641.*

**CYC 680** Units: **1.5 or 3.0**
**Doctoral Seminar in Child and Youth Care**
Builds a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry.
**Note:** *May be taken more than once for credit to a maximum of 6 units.*
**Prerequisites:** *Enrolment in a doctoral program.*

**CYC 682A** Units: **1.5**
Formerly: CYC 682
**Internship in Child and Youth Care Research**
Learners may be involved in an ongoing research project in CYC or a closely related field in which they will play an active role in some aspect(s) of conducting the research. Learners will be expected to spend a minimum of 10 hours per week in the practicum and to meet with a faculty supervisor on a regular basis for a minimum of 150 hours.
**Note:** *Learners may not be paid for work on this research project during the time that they are undertaking the practicum course for university credit.*
**Grading:** *INP, COM, N, F.*

**CYC 682B** Units: **1.5**
Formerly: CYC 682
**Practice Internship in Child and Youth Care**
A practice Internship provides opportunities for the student to be actively involved and supervised in a practice setting. Practice settings may include teaching environments, face to face counselling settings, international contexts, or work in policy development with a specific Ministry. Normally students will work for 10 hours per week for a maximum of 150 hours. In addition, students will meet with the practicum coordinator throughout the term.
**Note:** *Learners may not be paid for work on this research project during the time that they are undertaking the practicum course for university credit.*
**Grading:** *INP, COM, N, F.*

**CYC 690** Units: **1.5 or 3.0**
**Directed Studies in Child and Youth Care**
Individual study at the doctoral level under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and School of Child and Youth Care graduate 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** Units: **16.5**
**PhD Dissertation**
**Prerequisites:** *693.*
**Grading:** *INP, COM, N, F.*

# DR

## Dispute Resolution
### Interdisciplinary Master of Arts in Dispute Resolution
**Faculty of Human and Social Development**

**DR 501** Units: **1.5**
**Dispute Analysis and Diagnosis: Tools, Processes, Skills**
An exploration of the structure and dynamics of conflict, examining the key elements and how conflict develops and escalates. Draws on selected concepts, principles and theories from the social sciences and uses them to analyze and diagnose small-, medium- and large-size conflict arenas in diverse simulated conflict management situations. Case topics include ethics, human rights, gender, culture, religion, power, environment and public policy issues.

**DR 502** Units: **1.5**
**Conflict, Culture, and Diversity**
Cross-cultural conflicts involve navigating among diverse identities, meanings and ever-changing perceptions. Uses experiential education and dialogue to explore processes, capacities, and tools to bridge cultural conflicts that draw on multiple intelligences. Develops fluency with ways of naming, framing, and taming conflict across cultural contexts; and fluency with culture as it animates and offers creative ways through conflict. Participants will apply theory and research to interpersonal, intercommunal, and international conflicts.

**DR 503** Units: **1.5**
Also: **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** Units: **1.5**
**Mediation Processes and Skills**
This course couples mediation processes with practice in communication skills needed for effective third party facilitative intervention. Using the paradigm of Attitude, Process and Skills, students learn and practice mediation as a dispute resolution tool, integrated with prior learning in conflict analysis and diagnosis. Through lectures, clinical exercises, demonstrations, coached role play, reflective listening skills practice, and group discussions, students connect skills with theoretical and philosophical foundations of mediation required to satisfactorily conclude mediated agreements.

**Note:** *Credit will be granted for only one of 506 and 510 (if taken in the same topic).*
**Prerequisites:** *501.*

**DR 507** Units: **1.5**
**International Human Rights and Conflict**
Explores linkages between international human rights, conflict analysis and dispute resolution. Participants explore literature from several disciplines including international law, history, philosophy, anthropology, political science and conflict studies. United Nations, regional and national human rights instruments and mechanisms are examined for their efficacy in protecting human rights of individuals including women and children, non-state groups, and indigenous peoples. Students develop skills in human rights analysis, advocacy and dialogue.

**DR 508** Units: **1.5**
**Dispute Resolution and Indigenous Peoples**
Explores the theory and practice of negotiation and mediation within the context of public issues and disputes involving indigenous peoples. Includes a comparative examination of perspectives on negotiation of dominant society and indigenous peoples in Canadian and other settings. A critical approach is taken to the application of dominant society models of negotiation and mediation to conflict situations involving indigenous people, including the examination of historical factors, dynamics of power, and cross-cultural factors.

**Prerequisites:** *501 and 502 or permission of the department.*

**DR 510** Units: **1.5**
**Special Topics in Dispute Resolution**
A study of selected special topics in Dispute Resolution drawn from the current literature and practice.

**Note:** *May be taken more than once for credit in different topics.*
**Prerequisites:** *Determined in consultation with the department.*

**DR 512** Units: **1.5**
**Reflective Practice**
Engages participants in reflective exploration of the dynamic interdependence of theory and practice. In light of multi-disciplinary literature and case studies, participants reflect on their experiences of conflict assessment, action, intervention, post-intervention evaluation, meaning-making, theory-building, and integrative practice. Literature includes works on reflective practice, evaluation, and ethics of intervention and decision making.

**Prerequisites:** *Recommended that students take 501, 502, 503 and a co-op placement before taking this course.*

**DR 515** Units: **1.5**
**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 520** Units: **1.5**
Formerly: **DR 510**
**Applied Research Seminar**
An interactive tutorial designed to assist participants in writing and completing their thesis or project. Content varies depending on participants' needs and can include intense methodological, procedural, analytical, and/or theoretical focus. In this regard, participants' continued input and response to assignments will shape what happens in each class session.

**Prerequisites:** *501 or permission; open to DR students only.*

**DR 589** Units: **0** Hours: **1.5**
Also: **ADMN 589**
**Co-op Seminar: Introduction to Professional Practice**
Discusses the nature of co-operative education experiential expectations, how to bring learning into the co-op experience, and the services provided by the School of Public Administration Co-op Office. Guidance on how to succeed on co-op placements is provided: preparing resumés 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** Units: **1.5-3.0**
**Directed Studies**
Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.

**Note:** *May be taken more than once for credit in different topics.*

**DR 598** Units: **4.5**
**Master's Project**
The non-thesis option requires students to complete a major project in consultation with the student's supervisor and the Graduate Adviser. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. It will have a practical application and is generally prepared in consultation with a client, as well as the supervisor. A written project report will be prepared and submitted to an oral examination committee.

**Grading:** *INP, COM, N, F.*

**DR 599** Units: **6.0**
**Master's Thesis**
The thesis option requires original research on a topic chosen in consultation with the student's supervisor and the Graduate Adviser.

**Grading:** *INP, COM, N, F.*

# ECON

## Economics
**Department of Economics**
**Faculty of Social Sciences**

### ECON 500 Units: **1.5**
**Microeconomic Analysis**

An introduction to consumer demand, production and market organization. Topics covered will generally include: consumer demand; duality; choice under uncertainty; intertemporal choice; measuring welfare change; the competitive firm; the two sector model; properties of competitive equilibrium; market structure; and externalities.

### ECON 501 Units: **1.5**
**Macroeconomic Analysis**

An introduction to macroeconomic analysis. Long-run growth, business cycles, trade, and fiscal policy are analyzed using dynamic general equilibrium models. Classical and Keynesian models are used to examine inflation, unemployment, the open economy, and monetary policy. Limitations and extensions of the models are discussed and developed.

### ECON 502 Units: **1.5**
**History and Method of Economics**

Seminar in selected issues in the history and methodology of economics. Topics may range over the work of particular authors or schools, the problems of theory selection, and the philosophy of science as applied to economics.

### ECON 505A Units: **1.5**
**The Theory of International Trade**

A study of international production and exchange. The topics covered include: the nature and source of the gains from trade; the determinants of international production and comparative advantage; international factor mobility and transnational production; the implications of market imperfections; trade and growth. Particular attention is given to the generality of theoretical propositions and their empirical applications.

**Note:** *Credit will be granted for only one of 505A, 504.*

**Prerequisites:** *500 or 405A or equivalent.*

### ECON 505B Units: **1.5**
**Theory of Trade Policy**

An examination of selected contributions to the theory of tariffs and other trade restrictions, and an analysis of trade policy for developed and developing countries.

**Note:** *Credot will be granted for only one of 505B, 505.*

**Prerequisites:** *500 or 405A or equivalent.*

### ECON 506 Units: **1.5**
**Monetary Theory and Policy**

The examination of selected contributions to contemporary monetary theory and policy, and their relationship to macroeconomics.

### ECON 510 Units: **1.5**
**Industrial Organization and Public Policy**

Provides a framework in which to examine policy issues with respect to 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 512 Units: **1.5**
**Urban Economics**

Theory and policy of the urban economy. Topics include the macroeconomics of urban growth, stagnation and decline; the neoclassical theory of the urban economy; the economics of housing, land use, intraurban location and urban environmental quality.

### ECON 513 Units: **1.5**
**Regional Economic Development**

Selected analytical approaches to regional economic development. Topics include theories of location and growth, techniques of analysis and assessment of policy alternatives.

### ECON 515 Units: **1.5**
**Labour Economics**

Introduction to contemporary empirical and applied theoretical research into labour markets. Topics may include: labour supply; labour demand; human capital; discrimination; labour market dynamics; unemployment; and behaviour of the household.

### ECON 516 Units: **1.5**
**Cost-Benefit Analysis**

Methods of cost-benefit analysis with applications to public policy. Develops a normative foundation for policy analysis, addressing issues of efficiency and wealth redistribution together with the techniques of cost-benefit analysis. Focuses on contemporary Canadian policy issues.

### ECON 517 Units: **1.5**
**The Economics of Canadian Health Care**

Analysis of the structure, function and performance of the medical market with emphasis on physician and hospital services.

### ECON 518 Units: **1.5**
**Economic Analysis of Law and Crime**

Intensive investigation of efficiency aspects of accident, property, contract and criminal law; theoretical and empirical analysis of criminal behaviour and of the criminal justice system.

### ECON 520 Units: **1.5**
**Economic Development**

The processes and problems of development in the economies of the Developing World. Topics may include: theories of economic development; poverty and inequality; gender and development; nutrition and food policies; agricultural and rural development; employment and migration.

### ECON 521 Units: **1.5**
**Economic History**

Seminar in selected topics in economic history including the approach and contributions of "the new economic history," theories of long-run economic growth, history and analysis of long-run economic growth in selected countries, and new work in the literature.

### ECON 522 Units: **1.5**
**Advanced Topics on the Japanese Economy**

Advanced topics in economics relevant to the economic development and contemporary functioning of the Japanese economy. The themes are theories of the Japanese firm, trade, industrial organization, human resources and education, government policy, technological progress and research and development.

### 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 527 Units: **1.5**
**Managerial Economics**

The application of economic principles and methodologies to the decision-making process within the organization under conditions of certainty and uncertainty. Topics include pricing decisions, product strategy, capital budgeting.

### 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 540B Units: **1.5**
**General Equilibrium and Welfare Economics**

Selected topics in general equilibrium theory and welfare economics.

### ECON 545 Units: **1.5**
**Econometric Analysis**

The basics of estimation and hypothesis testing in the classical linear regression model, with empirical exercises using actual economic data. Topics typically covered include: testing and imposing linear restrictions; dummy variables; specification error; multicollinearity; measurement error; serial correlation; heteroskedasticity; panel data; simultaneity; and an introduction to time-series analysis.

### ECON 546 Units: **1.5**
**Themes in Econometrics**

A thematic 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**

Advanced time-series theory and its application. Topics may include: non-stationarity tests and their extension to allow for structural breaks; stochastic seasonality; multiple unit roots; single-equation and systems approaches to cointegration for annual and seasonal data; and construction and estimation of error-correction 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 and their uses in policy analysis and forecasting. Applications include systems of demand

equations, frontier production models, latent variable models, rational expectation models, VAR models, and simultaneous systems.

### ECON 549 Units: **1.5**
**Computational Methods in Economics and Econometrics**

An introduction to numerical methods and their application in economics and econometrics. Topics will typically include: iterative fixed point methods, methods for solving problems of nonlinear equations, methods for solving initial value problems and boundary value problems, methods for solving static and dynamic optimization problems, Monte Carlo methods, resampling techniques, and Gibbs sampling.

### ECON 550 Units: **1.5**
**Game Theory in Economics**

Provides a game theoretic perspective on interactions between economic agents, covering a variety of game-theoretic modelling techniques and their applications. Topics will generally include: normal and extensive form games; Nash equilibrium and refinements; repeated and sequential games; learning and evolution in games; the Nash bargaining solution; and co-operative games.

**Note:** *Credit will be granted for only one of 550, 540A.*

### ECON 551 Units: **1.5**
**Information and Incentives**

Introduction to the incentive problems that arise from asymmetric information in a game-theoretic framework. Assumes a knowledge of basic game theory. Topics covered include moral hazard, adverse selection and mechanism design, illustrated in the context of applications drawn from a variety of areas, including industrial organization, public economics, and labour.

**Note:** *Credit will be granted for only one of 551, 540C.*

### ECON 552 Units: **1.5**
**Macroeconomic Issues**

An exploration of contemporary macroecomic issues using advanced modelling techniques. Topics may include: search and matching theory; unemployment; endogenous innovation; worker displacement due to technological change; the macroeconomic implications of imperfect competition; international macroeconomics; multiple equilibria; coordination; stability; inflation; and finance issues.

### ECON 556 Units: **1.5**
**Experimental Economics**

An introduction to the theory and practice of experimental economics using laboratory and field experiments. Topics include: state of the art methods in experimental economics including experimental design, subject sampling, laboratory techniques, and the use of financial incentives. The objectives will be pursued through the development of experiments and a review of the method's application to a number of topics of interest to economists.

### ECON 565 Units: **1.5**
**The Econometrics of Cross-Section Data**

An overview of the models, estimation techniques and tests used when analyzing cross-section data. The methods studied are particularly applicable to labour and health economics and industrial organization. Theory and empirical applications are covered. Topics may include binary and multinomial logit and probit models, limited dependent variable models, count data, and duration analysis.

### ECON 570 Units: **1.5**
**Advanced Topics in Industrial Organization**

A seminar covering contemporary topics in industrial organization.

### ECON 571 Units: **1.5**
**Advanced Topics in Labour Economics**

Applies economic theory to the study of labour market institutions. Topics covered may include: discrimination; human capital theory; the theory of contracts; efficiency wages; internal labour markets, hierarchies, and team production; search and mobility; and unions.

### ECON 572 Units: **1.5**
**Advanced Topics in Environmental and Resource Economics**

A seminar covering contemporary topics in environmental and resource economics and policy.

### ECON 573 Units: **1.5**
**Economic Growth**

An examination of determinants of long-run growth rates and income levels in different economies. Topics will typically include: neoclassical, multisectoral, and endogenous growth theories; tests of these theories; and their policy implications. Other topics may include the effects of social security, endogenous population growth, public education, research and development, resource and environmental issues, and the international flows of capital, labour and knowledge.

### ECON 575 Units: **1.5**
**Advanced Topics in Econometrics**

Advanced topics in econometric theory and practice. Topics may include: recent developments in time-series analysis; estimation and testing with panel data; the use of nonparametric and semiparametric techniques; limited and qualitative dependent variables models; modelling financial data; switching-regimes models; specification analysis and model selection; and applications of Bayesian inference.

### ECON 595 Units: **1.5**
**Directed Studies in Economics**

Individual titles will be assigned to each lettered section A-Z.

**Note:** *Pro Forma required.*

### ECON 598 Units: **3.0**
**Extended Essay**
**Grading:** *INP, COM, N, F.*

### ECON 599 Units: **4.5**
**Thesis**
**Grading:** *INP, COM, N, F.*

### ECON 693 Units: **3.0**
**PhD Candidacy Examinations**

Students enrol in ECON 693 for the duration of their preparation for candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.

**Grading:** *INP, COM, N, F.*

### ECON 699 Units: **21.0**
**Dissertation**
**Prerequisites:** *693.*
**Grading:** *INP, COM, N, F.*

# 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.*

### ED-D 500 Units: **1.5**
**Learning Principles**

A survey of the literature on commonly stated principles of instrumental and classical conditioning, generalization, transfer, and retention.

### ED-D 501 Units: **1.5**
**Theory of Measurement**

A study of the main psychometric theories, concepts and procedures associated with the development and analysis of educational and psychological measurement, and the application of these to the development and use of tests in educational and research situations.

### ED-D 502 Units: **1.5**
**Seminar in Educational Evaluation**

Advanced topics in educational evaluation including curriculum evaluation, teacher evaluation, grading and reporting.

### ED-D 503 Units: **1.5**
**Program Development and Evaluation**

An examination of the issues, practices, and methods of program evaluation at the institutional, organizational, and classroom levels.

### ED-D 505 Units: **1.5**
**Basic Concepts in Human Development**

An introduction to the science of human development. Reviews and evaluates historically important theories and research methods, and provides an overview of major content areas and developmental periods.

### ED-D 506 Units: **1.5**
**Topics in Human Development**

This rotating series of courses expands on content areas and developmental periods introduced in 505.

#### 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**     Units: **1.5**
**Theories of Learning**
A survey of psychological interpretations of learning, comparing modern Behaviourist and Cognitive approaches; historical perspective also given.

**ED-D 509**     Units: **1.5**
**Psychology of Learning and Instruction**
An in-depth analysis of selected issues and contemporary research in the application of psychology to instruction including: motivation, problem solving, learning processes and strategies, and instructional interventions.

**ED-D 514**     Units: **1.5**
**Assessment in Counselling**
The use of testing, diagnosis, and other aspects of assessment within a counselling perspective for adults, adolescents, and children. Topics addressed include: basic concepts in assessment, the relationship between counselling and assessment, ethical issues, diversity, reliability and validity, test selection and administration, test evaluation, a variety of assessments and assessment reports.

**Notes:** - *Credit will be granted for only one of 514, 591 if taken in the same topic.*

- *This course is only open 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**     Units: **1.5**
**Advanced Assessment in Special Education**
An intensive course specializing in Level B assessment techniques and intervention-based academic assessment methods, including curriculum-based measurement, to support the educational programming of students with special needs.

**Prerequisites:** *420 or 422 and 402 or 415 or permission of the department.*

**ED-D 516**     Units: **1.5**
**Advanced Intervention in Special Education**
An intensive course specializing in academic interventions for students with special needs. Intervention design, implementation, and monitoring will be involved within the context of special education service delivery.

**Prerequisites:** *515 or permission of the department.*

**ED-D 518**     Units: **1.5**
**Advanced Seminar in Theories of Counselling Psychology**
Contemporary theories and approaches to counselling and psychotherapy for individuals, couples, and families across the lifespan.

**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.*

**ED-D 519**     Units: **1.5**
**Advanced Seminars in Counselling Psychology**
  **519A -  Child and Adolescent Development and Counselling**
    A study of issues and counselling interventions with children and adolescents. Topics include developmental context; identity; assessment; counsellor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.

**519B -  Qualitative Research in Counselling**
Introduction to various modes of qualitative inquiry; identification and examination of qualitative research methods in a variety of helping-related contexts and settings.

**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 Selected topics: Trauma Counselling.*

- *May be taken once for credit in each of the areas listed above; 1.5 units each.*

- *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: **3.0**
**Skills and Practice for Counselling**
Provides basic counselling interventions with an emphasis on the therapeutic relationship. Extensive opportunity to role play and to self-reflect on role as counsellor and issues related to boundaries and power. Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. Includes direct client contact under the supervision of a qualified professional with diverse client populations.

**Note:** *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, 519C, 519L, 519N.*

**Grading:** *INP, COM, N, F.*

**ED-D 523**     Units: **3.0**
**Internship in Counselling**
Provides intensive practice in advanced counselling techniques and approaches under the supervision of a professional counsellor in community settings. Lectures focus on case presentations, models of consultation, supervisor-supervisee relationship, roles and responsibilities of health professionals, counsellor identity, professional organizations, record keeping. Two term course.

**Notes:** - *May be taken more than once with a different practicum placement. 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.*

**Corequisites:** *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. Integra-

tion 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.*

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**ED-D 531** Units: **1.5**
Formerly: **ED-B 531**
**Concepts and Theory of Organization**
Critical examination of the classical, modern, and emerging literature of administrative studies in the organizational context, with emphasis on philosophy of leadership, decision making processes, power and authority, leadership studies, and contemporary issues and perspectives.

**Note:** *Credit will be granted for only one of 531, ED-B 531.*

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**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.*

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**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.*

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**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, ED-B 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 lit-

eracy 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.

*Note: Credit will be granted for only one of 533D, ED-B 533D, ED-B 537C.*

**Note:** *May be taken once for credit in each of the areas listed above.*

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**ED-D 534** Units: **1.5 or 3.0**
Formerly: **ED-B 534**
**Leadership for School Improvement**
Surveys contemporary thinking about professional learning communities and learning teams, emphasizing how leaders can build and support collaborative and inclusive learning environments in order to effect positive school change.

**Note:** *Credit will be granted for only one of 534, ED-B 534.*

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**ED-D 535** Units: **1.5**
Formerly: **535A and 535B**
**Global Comparative Perspectives on Leadership and Education**
Explorations of diverse leadership and education theories and practices in school, institutions, workplaces, and/or community across Canada and around the world.

**Note:** *Credit will be granted for only one of 535, 535A and 535B.*

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**ED-D 536** Units: **1.5 or 3.0**
Formerly: **ED-B 536**
**Philosophy of Leadership**
An examination of the relevant interaction of philosophy and leadership, with a view to clarifying philosophical concepts and theories and their application to the analysis, by individuals in leadership positions, of their own and others' actions.

**Note:** *Credit will be granted for only one of 536, ED-B 536.*

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**ED-D 537** Units: **1.5 or 3.0**
Formerly: **ED-B 537**
**Functions and Processes of Leadership**

**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 537, 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 537, 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, ED-B 537H.*

**Note:** *May be taken once for credit in each of the areas listed above.*

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**ED-D 538A** Units: **1.5**
Formerly: **538**
**Community Leadership and Adult Learning**
Focuses on leadership and learning strategies in communities and schools that work towards educational, social, environmental, and cultural change. Topics include: inter-connections between school and community; relations of power and social inequity; just learning societies; concepts of democracy, citizenship and governance; critical pedagogy/theory; feminist theory and leadership; aboriginal perspectives on leadership; cross-cultural and anti-racist dialogues; ethics and values in leadership; social learning, collectivity and collaboration.

**Note:** *Credit will be granted for only one of 538A, 538, 591 (if taken in the same topic).*

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**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 538B, 591 (if taken in the same topic).*

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**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.

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**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).*

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**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).*

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**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, 561.*

**ED-D 561B**          Units: **1.5**
**Research Methods in Leadership**
Designed to prepare students in Leadership Studies to undertake independent, scholarly research so that they might fulfill the research requirements for the MEd degree in Leadership Studies. Students will become familiar with different lines of inquiry, appropriate methodologies, proposal preparation and the ethics involved in doing research.

**Note:** *Students must complete their 598 project within the 3 unit allotment.*

**Prerequisites:** *Students must complete 10.5 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 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 tools 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 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 pro tem 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 599**          Units: **6.0**
**Thesis - Educational Psychology and Leadership Studies**
**Grading:** *INP, COM, N, F.*

**ED-D 600**          Units: **1.5**
**Teaching and Learning 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.

**ED-D 605**          Units: **1.5 or 3.0**
**Educational Psychology: Doctoral Apprenticeship in Teaching in Higher Education**
Guided teaching apprenticeship under the mentorship of a department faculty member. Provides doctoral students with experience in teaching undergraduate courses.

**Note:** *May be taken more than once for credit with approval of the student's supervisory committee. Normally limited to a maximum of 3 units of credit.*

**Pre- or corequisites:** *EDCI 560.*

**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 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, the professional supervisory role, and ethical issues.

**Notes:** *- By individual arrangement for doctoral students with a graduate counselling degree.*

*- Normally limited to a maximum of 3 units of credit.*

*- Credit will be granted for only one of 619, 590, 690 (if taken in the same topic).*

**Grading:** *INP, COM, N, F.*

**ED-D 620**     Units: **1.5**
**Educational Psychology: Doctoral Apprenticeship in Research**
Individualized opportunity for doctoral students to develop advanced research skills by apprenticing in faculty research or extra-to dissertation research. Students are expected to spend approximately 9-10 hours a week participating in research activities. The apprenticeship typically involves a range of activities including organization and training of research assistants, submission of an ethics application, management of research databases, data analysis, and preparation and submission of materials for publication and/or presentation.

**Note:** *May be repeated; however, only the first 1.5 units of credit can count toward the required elective credits.*

**Prerequisites:** *Approval of the student's academic supervisor.*

**Grading:** *INP, COM, N, F.*

**ED-D 660**     Units: **3.0**
**Doctoral Seminar in Contemporary Issues in Educational Psychology**
A seminar for doctoral students examining contemporary issues in educational psychology. Attention is also given to guidelines for scholarly and professional practice.

**ED-D 690**     Units: **to be determined**
**Advanced Directed Studies in Educational Psychology**
These individual reading and study courses are designed by students in collaboration with an instructor to provide intensive study in an area of interest to the student.

**Note:** *May be taken more than once for credit in different topics. Consent must be obtained from the pro tem 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

## Curriculum and Instruction Studies
### Department of Curriculum and Instruction
### Faculty of Education

**EDCI 500A**     Units: **1.5**
**Advanced Seminar in Music Education I**
Historical and philosophical foundations of music education and their impact on music curriculum.

**Note:** *Credit will be granted for only one of 500, ED-A 522.*

**EDCI 500B**     Units: **1.5**
**Advanced Seminar in Music Education II**
The study of music education methodologies and their impact on music curriculum.

**Note:** *Credit will be granted for only one of 500, ED-A 552.*

**Prerequisites:** *500A.*

**EDCI 501**     Units: **1.5**
Formerly: **ED-A 550**
**Research and Evaluation in Music Education**
Students are introduced to the various research methods used in music education. Evaluation in music education at all levels is included.

**Note:** *Credit will be granted for only one of 501, ED-A 550.*

**EDCI 503**     Units: **2.0**
Formerly: **ED-A 520**
**Jazz Arranging**
Exposure to and experience with various arranging techniques, and participation in the jazz ensemble.

**Note:** *Credit will be granted for only one of 503, ED-A 520.*

**EDCI 504**     Units: **2.0**
Formerly: **ED-A 521**
**Jazz Repertoire Analysis and Rehearsal Techniques**
A study of jazz performance techniques and literature, applications to education, and participation in the jazz ensemble.

**Note:** *Credit will be granted for only one of 504, ED-A 521.*

**EDCI 505**     Units: **1.5**
Formerly: **505A and 505B**
**Curriculum in Music Education**
Contemporary theory, research, trends and issues in school music curricula.

**Note:** *Credit will be granted for only one of 505, 505A, 505B, ED-A 540, 541.*

**EDCI 506A**     Units: **1.5**
Formerly: **506**
**Pedagogical Issues in Music Education: Contemporary Music**
A variable content course focusing on contemporary approaches to music education.

**Note:** *Credit will be granted for only one of 506A, 506.*

**EDCI 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: **3.0**     Hours: **3-0**
Formerly: **ED-A 571**
**Research in Drawing and Studio Development**
Review of literature on the development of drawing; analysis of theory and current teaching practices; an investigation of ideas and approaches through actual engagement in drawing.

**Note:** *Credit will be granted for only one of 511, ED-A 571.*

**EDCI 512**     Units: **3.0**
**Internet Use and Digital Imaging for Art Educators**
Internet use for the art classroom and for research in art education; creating digital art.

**EDCI 513**     Units: **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 525B**      Units: **1.5**
**Choral Conducting and Literature I**
Practical and theoretical approaches to choral conducting and literature for the practicing music educator.
**Note:** *Credit will be granted for only one of 525B, 508B.*
**Prerequisites:** *524.*

**EDCI 526A**      Units: **1.5**
**Wind Conducting and Literature II**
Further study of practical and theoretical approaches to instrumental conducting and literature for the practicing music educator.
**Note:** *Credit will be granted for only one of 526A, 508C, 527.*
**Prerequisites:** *525A.*

**EDCI 526B**      Units: **1.5**
**Choral Conducting and Literature II**
Further study of practical and theoretical approaches to choral conducting and literature for the practicing music educator.
**Note:** *Credit will be granted for only one of 526B, 508C.*
**Prerequisites:** *525B.*

**EDCI 531**      Units: **1.5**
Formerly: **531A and 531B**
**Critical Discourses in Curriculum Studies**
An exploration of the implications of modern thought and social trends on current concepts and practices of curriculum in formal and informal educational settings. Invites students to reflect on their own educational concepts and practices and to imagine new possibilities.
**Note:** *Credit will be granted for only one of 531, 531A, 531B, ED-B 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 curricular 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, kindergarten, 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. Contributes directly to the preparation and writing of graduate theses and projects that reflect research questions in adult education.

**Note:** *Credit will be granted for only one of 559, ED-B 559.*

**EDCI 560**   Units: **1.5**
Formerly: **ED-B 516**
**Teaching and Learning in Higher Education**
Prepares graduate students for teaching roles in post-secondary education. The focus is on understanding basic learning principles, approaches to instructional design, interpersonal skills in teaching, and the facilitation of learning. Intended for those with little or no formal preparation as educators.

**Note:** *Credit will be granted for only one of 560 or ED-B 516.*

**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

**COURSE LISTINGS**

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 children find possibilities that ensure a continuing future for humankind. Topics include a critical examination of the way science is experienced in school science, expanding notions of technology and environment with students, and encouraging social responsibility with an STS(E) approach to science education.

#### EDCI 579 Units: **1.5**
Formerly: **ED-E 545**
**Knowing and Learning in Everyday Contexts**
Designed to look into the nature of knowing and learning in school and everyday settings and from a variety of perspectives. These perspectives include traditional information processing, Heideggerian cognitive science and artificial intelligence, anthropology, cognitive anthropology, sociology of scientific knowledge, ethnomethodology, and historical and philosophical approaches to the study of human knowing and learning. Reflects recent developments in the understanding of knowing and learning in real-world (non-laboratory) settings.

**Note:** *Credit will be granted for only one of 579, ED-E 545.*

#### EDCI 580 Units: **1.5**
Formerly: **ED-B 580**
**Qualitative Research Methods**
Provides a survey of a variety of qualitative methods, and opportunities for learners to develop competencies in research practices common to qualitative inquiry.

**Note:** *Credit will be granted for only one of 580, ED-B 580.*

#### EDCI 581 Units: **1.5**
**Research Methodologies in Education**
An opportunity for students to become familiar with various approaches to research, especially those relevant to their inquiries with special emphasis on the intellectual, social, and cultural contexts and ethics of research.

#### EDCI 582 Units: **1.5**
Formerly: **ED-B 582**
**Writing as Research**
Writing as a mode of inquiry, with particular emphasis on the practice of writing. Includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutic and autobiographical inquiry.

**Note:** *Credit will be granted for only one of 582, ED-B 582.*

#### EDCI 583 Units: **1.5**
**Researching with Aboriginal Peoples: Aboriginalizing Research**
Research from a First Nations positioning. Aboriginal methodologies, practices and protocols are discussed to illustrate the importance to Aboriginal Peoples and their communities of having control over every aspect of research projects involving them. Students are encouraged to reflect on their own research projects so that their work is ethical, reciprocal and culturally respectful.

#### EDCI 584 Units: **1.5**
**Analysis of Quantitative and Mixed Methods Research**
An introduction to the understanding, critical analysis, and evaluation of the theoretical and practical issues related to published quantitative or mixed methods research in the field of education.

#### EDCI 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 597, ED-E 597.*

**Grading:** *INP, COM, N, F.*

#### EDCI 598 Units: **to be determined**
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. A project may be presented in any appropriate form – prose, performance, multimedia, or exhibition for example – but must include a written submission of moderate length. The successful completion of the project requires the approval of the course instructor and the student's program supervisor.

**Note:** *Students who do not complete the course requirements may register a second time for the course. Incomplete course requirements in the second term will result in withdrawal from the program. There are appeal procedures for extenuating circumstances.*

**Prerequisites:** *598A or suitable equivalent. Open only to students admitted into selected Community-based Master's of Education Programs.*

**Grading:** *COM, INP.*

#### EDCI 599 Units: **to be determined**
Formerly: **ED-A, ED-B and ED-E 599**
**Thesis - Curriculum and Instruction**
**Grading:** *INP, COM, N, F.*

#### EDCI 600 Units: **1.5**
**Contemporary Discourses in Educational Studies**
An opportunity for students to engage in a critical examination of contemporary literature on fundamental educational concepts, research issues, and curriculum and instruction implications. Part of such discourse may address the cognitive, cultural, social and political determinants and underpinnings of these central issues.

#### EDCI 601 Units: **1.5**
**Interdisciplinary Doctoral Seminar**
The purpose of Doctoral Seminar is to create a community of scholars in which faculty and graduate students share and support each other's current research projects.

**Note:** *May be taken more than once for credit, to a maximum of 6 units.*

**Prerequisites:** *Enrolment in a doctoral program.*

#### EDCI 602 Units: **1.5**
**Doctoral Seminar in Arts Education**
Philosophical and sociological examinations of contemporary issues in arts education.

#### EDCI 603 Units: **1.5**
**Doctoral Seminar in Curriculum Studies**
The purpose of this seminar is to immerse students in a variety of discourses found in the field of Curriculum Studies, such as political, cultural, feminist, post structural, historical, spiritual, philosophical, and aesthetic discourses, with attention to their constitutive effects. Topics may include issues of social justice and eco justice, multiple ways of knowing, expanded notions of technology, social relations of cultural reproduction in education, among others.

**EDCI 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 and models of reading, and the processes of reading and reading development.

**Note:** *Credit will be granted for only one of 642A, 642, ED-B 642.*

**Prerequisites:** *542, ED-B 542 or suitable equivalent.*

**EDCI 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: **to be determined**
Formerly: **ED-B 699**
**PhD Dissertation - Curriculum and Instruction**
**Prerequisites:** *EDCI 693.*

**Grading:** *INP, COM, N, F.*

# ELEC

## Electrical Engineering
**Department of Electrical and Computer Engineering**
**Faculty of Engineering**

**ELEC 501**          Units: **1.5**
**Linear Systems**
State space description of systems. Controllability, observability and minimality. Stability and the Lyapunov criterion. Linear state feedback, asymptotic observers and compensator design. Polynomial and matrix fraction descriptions.

**ELEC 503**          Units: **1.5**
**Engineering Design by Optimization I**
The steepest descent and Newton methods for unconstrained optimization. Golden section, quadratic, cubic and inexact line searches. Conjugate and Quasi-Newton methods. The Fletcher-Reeves algorithm. Application to the design of circuits, control systems, filters, and mechanical systems using optimization techniques. Introduction to constrained optimization. Students are required to complete one project that applies some of the optimization techniques to be studied in the course to an engineering analysis or design problem.

**Note:** *Credit will be granted for only one of 503, 403.*

**Prerequisites:** *310 or equivalent.*

**ELEC 504**          Units: **1.5**
**Random Signals**
Review of random variables, moments and characteristic functions; random processes, noise models, stationarity, ergodicity, correlation and power spectrum, spectrum measurements; response of linear systems to random inputs, cross-spectral densities, narrow band noise; introduction to discrete time and space processes. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 504, 400.*

**Prerequisites:** *310; STAT 254 or 260 or equivalent.*

**ELEC 505**          Units: **1.5**
**Engineering Applications of Advanced Matrix Analysis Methods**
SV, LU, QR, polar and other matrix decompositions. Eigen-Analysis of various dynamic systems. Spectral perturbation theory. Applications in digital signal processing, control systems and mechanical engineering. Computational considerations. Introduction to available numerical software.

**Prerequisites:** *MATH 110, 407 or equivalent.*

**ELEC 509**          Units: **1.0**
**Seminar**
Participation in a program of seminars. Required of all Master's students every year of their program as

an addition to the normal program except by departmental permission. One unit of credit shall be given upon completion.

**Grading:** *INP, COM, N.*

## ELEC 511 Units: **1.5**
### Error Control Coding Techniques in Communication

Communication channels and the coding problem. Important linear block codes (cyclic, Hamming, BCH and RS codes). Encoding and decoding with shift registers. Threshold decoding. Introduction to convolutional codes. Coding and system design considerations.

## ELEC 512 Units: **1.5**
### Digital Communications

Source and channel descriptions. Source digitization, entropy and the rate distortion tradeoff, lossless source codes (Huffman and run length codes), optimal and adaptive quantization. Digital modulation techniques, optimal coherent receivers, performance evaluation, the incoherent case. Special topics - case studies, fiber optics, satellite systems, mobile radio systems.

## ELEC 513 Units: **1.5**
### Data and Computer Communications

Analysis and design of computer communication networks. Queueing theory. Circuit, message and packet switching. Modems, multiplexors and concentrators. Network topologies. Routing and flow control. Multiple access techniques. Capacity calculations. Throughput/delay tradeoffs. Multilayer protocols and the OSI model. Survey of existing data networks, including local area networks. Packet radio and broadcast schemes.

## ELEC 514 Units: **1.5**
### Design and Analysis of Computer Communication Networks

Markov chains and techniques for studying their transient and steady-state behaviour. Queuing theory and discrete time queues. Queuing models for media access, error control and traffic management protocols. Quality of service. Modelling of traffic and interarrival time. Self similar distributions and traffic. Analysis and design of switching fabrics. Switch design alternatives and performance modelling. Simulation of networks. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 514, CENG 461.*

**Prerequisites:** *STAT 254 or 260 or equivalent.*

## ELEC 519A Units: **1.5**
Formerly: **619A**
### Selected Topics in Digital Communications

**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

## ELEC 519B Units: **1.5**
Formerly: **619B**
### Selected Topics in Computer Communications

**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

## ELEC 519C Units: **1.5**
Formerly: **619C**
### Selected Topics in Secure Communications

**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

## ELEC 521 Units: **1.5**
### Microwave and Millimeter Wave Engineering

Introduction to theory and technique of modern microwave and millimeter wave engineering. Propagation effects. Properties of various planar transmission lines at millimeter wave-length. Microwave and millimeter wave integrated circuits (mic's). CAD aspects of mic's: filters, matching networks, directional couplers, nonreciprocal devices. Nonlinear devices.

**Prerequisites:** *404 and 454, or equivalent.*

## ELEC 522 Units: **1.5**
### Antennas and Propagation

Antenna and propagation fundamentals, Friis transmission formula, radar equation, Maxwell's equations for radiation problems, antenna parameters, simple radiators, array theory, mutual coupling, wire and broadband antennas, aperture radiators, scattering and diffraction, multipath propagation and fading, antenna measurement techniques, surface-wave and ionospheric propagation, microwave and millimeter wave propagation. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 522, 453.*

**Prerequisites:** *340 or 404 or equivalent.*

## ELEC 524 Units: **1.5**
Formerly: **624**
### Theory and Design of Waveguide Components

Modern integrated waveguide technologies, numerical analysis aspects and design strategies; mode-matching techniques; commonly used waveguides; transformers and transformer prototypes; phase shifters; power dividers; directional couplers; waveguide filters; multiplexers; polarizers; orthomode transducers; mode converters; angle diversity systems.

**Note:** *Credit will be granted for only one of 524, 624.*

## ELEC 525 Units: **1.5**
### Advacned Photonics

Methods to understand optical devices. Following a basic review of electromagnetics, methods for analyzing photonic devices will be provided. Among other applications, these methods will be applied to the analysis of sensors (surface plasmon resonance), high-reflectivity and anti-reflection coatings, Bragg gratings, and semiconductor lasers.

## ELEC 526 Units: **1.5**
Formerly: **623**
### Advanced Optical Systems

Overview of the basic technologies and system design principles for modern optical communications. Component fundamentals, including optical fiber, lasers, transmitters, photodetectors, receivers, passive components, optical amplifiers. Optical modulation, demodulation, wavelength multiplexing techniques. Applications to wide-area and access networks, microwave photonics. System impairments related to noise, fiber dispersion, nonlinearity. Students work in groups to design a national-scale broadband system, combining primary course elements and commercial software.

**Note:** *Credit will be granted for only one of 526, 623.*

## ELEC 529A Units: **1.5**
Formerly: **629**
### Selected Topics in Microwaves, Millimeter Waves and Optical Engineering

**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

## ELEC 531 Units: **1.5**
### Digital Filters I

Introduction of the digital filter as a discrete system. Discrete time transfer function. Time domain and frequency domain analysis. Structures for recursive and nonrecursive digital filters. Application of digital filters for the processing of continuous time signals. Solution of the approximation problem in recursive and nonrecursive filters. Quantization effects. Includes a project in which a complete digital filter is designed.

**Note:** *Credit will be granted for only one of 531, 407, 458.*

**Prerequisites:** *360 or equivalent.*

## ELEC 532 Units: **1.5**
### Multidimensional Digital Signal Processing

Two- and multidimensional signals and systems. Multidimensional sampling in space/time and frequency domain. Multidimensional discrete transforms. Design and implementation of two-dimensional systems. Stability of two-dimensional recursive filters. Application in image processing, video processing and array signal processing.

**Note:** *Students in this course are required to complete a project.*

**Prerequisites:** *407 or equivalent.*

## ELEC 533 Units: **1.5**
### Design of Analog Filters

Introduction to analog signal processing. Characterization, properties, and analysis of analog filters. Butterworth, Chebyshev, and elliptic approximations. Introduction to the realization of LC one- and two-port circuits; Darlington's method. Active elements such as gyrators and generalized impedance converters, and their representation by singular elements. Design of high-performance, low-sensitivity active filters. Includes a project in which a complete analog filter is designed.

**Note:** *Credit will be granted for only one of 533, 408.*

**Prerequisites:** *310 and 380 or equivalent.*

## ELEC 534 Units: **1.5**
### Digital Signal Processing

Decimation and interpolation of discrete signals. Least-squares signal modelling. The LMS algorithm and application in adaptive interference cancellation and system identification. Basic multirate DSP systems. Polyphase representation and design of multirate systems. Application of multirate systems in signal compression and noise removal. Representation and digital processing of speech signals. Neural network and applications. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 534, 459.*

**Prerequisites:** *407 or equivalent.*

## ELEC 535 Units: **1.5**
### Pattern Recognition

Parallel and sequential recognition methods. Bayesian decision procedures, perceptrons, statistical and syntactic approaches, recognition grammars. Feature extraction and selection, scene analysis, and optical character recognition. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 535, 485.*

**Prerequisites:** *STAT 254 or 260 or equivalent.*

## ELEC 536 Units: **1.5**
### Computer Vision

Overview of the main concepts and methods in computer vision; geometry and physics of imaging, as related to image formation and image acquisition; low-level methods of image analysis, such as filtering, edge detection, feature detection, and segmentation; methods for extracting and representing

three-dimensional scene information; motion analysis and algorithms for video understanding. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 536, CENG 421.*

**ELEC 539A** Units: **1.5**
Formerly: **639A**
**Selected Topics in Digital Signal Processing**
**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

**ELEC 539B** Units: **1.5**
Formerly: **639B**
**Selected Topics in Image Processing**
**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

**ELEC 539C** Units: **1.5**
Formerly: **679**
**Selected Topics in Underwater Acoustic Systems**
**Note:** *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

**ELEC 542** Units: **1.5**
**Analog Integrated Circuit Design**
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.
**Prerequisites:** *380 and 320 or equivalent.*

**ELEC 543** Units: **1.5**
**Design of Digital and VLSI Systems**
Advanced combinational and sequential logic design. Optimization of finite state machines; timing methodologies and synchronization issues. Hardware description languages (HDL): structural and behavioural descriptions, simulations and testbenches, coding styles, design with HDL and FPGA implementation. Design for test: testing concepts, scan-based design and built-in self-test (BIST). Design for high speed: timing analysis, pipelining and retiming. Design for low power: sources of power dissipation, design transformations. Students will be required to complete a project.
**Note:** *Credit will be granted for only one of 543, CENG 441.*
**Prerequisites:** *CENG 241 or CENG 290 or equivalent.*

**ELEC 544** Units: **1.5**
**Analog VLSI and Neural Systems**
Review of basic electronics; model of the neuron and its signal propagation. Amplifiers, networks and analog VLSI circuits. Time-varying signals and transient effects. The axon: its operation and its equivalent circuit. Models of the visual system and the auditory system and their chip implementation. Tactile sensor arrays and motion sensor arrays and their networking. Optical sensor arrays and their signal transmission. Other devices and circuits relevant to neural networks.
**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**
Formerly: **642**
**Mapping DSP Algorithms onto Processor Arrays**
Parallel algorithms and their dependence. Applications to some common DSP algorithms. System timing using the scheduling vector. Projection of the dependence graph using a projection direction. The delay operator and z-transform techniques for mapping DSP algorithms onto processor arrays. Algebraic technique for mapping algorithms. The computation domain. The dependence matrix of a variable. The scheduling and projection functions. Data broadcast and pipelining. Applications using common DSP algorithms.

**Note:** *Credit will be granted for only one of 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 opto-electronic devices used in transmission, modulation, demodulation and receivers. Principles, construction and design of lasers and their applications. Study of display devices, thin-film devices, imaging devices, transducers and micromachines and their interfacing. Sensor arrays and related system design.

Students are required to complete a project.
**Note:** *Credit will be granted for only one of 547, 412.*
**Prerequisites:** *320 or equivalent.*

**ELEC 549A** Units: **1.5**
Formerly: **688**
**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** Units: **1.5**
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**
Formerly: **631**
**Digital Filters II**
Design of recursive and nonrecursive digital filters satisfying prescribed specifications. Design of recursive filters by optimization, Newton, quasi-Newton, and minimax algorithms, design of equalizers. Design of nonrecursive filters by optimization, Remez exchange algorithm, efficient search methods, application to the design of differentiators, Hilbert transformers, and multiband filters. Effects of coefficient and product quantization, signal scaling, minimization of roundoff noise, limit-cycle oscillations. Introduction to multirate signal processing.
**Note:** *Credit will be granted for only one of 551, 631.*
**Prerequisites:** *407 or 531 or equivalent.*

**ELEC 552** Units: **1.5**
Formerly: **601**
**Adaptive Control**
Concepts of stochastic processes and stochastic models. Analysis of dynamic systems whose inputs are stochastic processes. Minimum variance strategies for discrete systems. Self-tuning regulators and

other adaptive control schemes. Examples of adaptive control implementations.
**Note:** *Credit will be granted for only one of 552, 601.*
**Prerequisites:** *460 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.*

**ELEC 559A** Units: **1.5**
Formerly: **659A**
**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** Units: **1.5**
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 561** Units: **1.5**
**Microcomputer Architecture**
The architecture of modern 32 bit microprocessor-based computers and modern signal processors. Topics covered will include packaging, performance, instructions, coprocessors, memory management, bus systems and multiprocessing.
**Prerequisites:** *CENG 355 or equivalent.*

**ELEC 562** Units: **1.5**
Formerly: **661**
**Introduction to Parallel Computer Systems**
General formalism and description of parallel systems. Sequential and parallel execution. Synchronization. Principles of pipeline and vector processing. SIMD and MIMD machines. Multi-stage and computer interconnection networks. Routing (e-cube, hyper-switch, wormhole, virtual channels) and flow control in computer interconnection networks. Shared memory and multicomputer systems. Caches and cache coherence. Data flow systems (macro and micro data flow).
**Note:** *Credit will be granted for only one of 562, 661.*
**Prerequisites:** *CENG 450 or equivalent.*

**ELEC 563** Units: **1.5**
**Advanced Computer Architecture**
Advances in computer architecture. Topics covered include advanced techniques in processor design: hazard detection and resolution, precise interrupts, superscalar, superpipeline, very long instruction word, multithreading; impact of VLSI; architectural performance analysis; high-level language machines; application-directed machines; stack architecture, systolic arrays, associative processors, operating system support and software-oriented architecture.
**Prerequisites:** *CENG 450 or equivalent.*

**ELEC 564** Units: **1.5**
**Neural Networks and Their Implementation**
Biological inspiration, historical background, learning in neural nets (backpropagation, hebian, etc.), single- and multi-layer networks, associative memories,

classification and clustering models, recurrent networks. Neural network technology, implementation software and hardware technologies, algorithm definitions, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

**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 circuits, memory and programmable logic, system-level physical design, clocking and testing. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 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), narrowband ISDN (N-ISDN) and the Internet. Alternatives to ATM. Local area network emulation, switched ethernet. Frame relay and switched multi-megabit 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 569A
### Formerly: **669**
### 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
Propagation of acoustic plane waves in a homogeneous medium and its electrical equivalent model. Acoustic impedance. Pressure measurements and units. Acoustic transducers and equivalent circuits. Acoustic arrays, beam forming and beam steering. Sound transmission in the ocean. Ambient noise. Sonar equations. Performance analysis of active and passive sonar systems. Introduction to specialized acoustic systems.

**Prerequisites:** *300 and 260 or equivalent.*

### ELEC 573 Units: **1.5**
### Formerly: **603**
### Engineering Design by Optimization II
Fundamentals of constrained optimization theory. Simplex methods for linear programming. Modem interior-point methods such as primal-dual path-fol-

lowing methods and Mehrotra's predictor-corrector algorithm for linear programming. Active-set methods and primal-dual interior-point methods for quadratic and convex programming. Semidefinite programming algorithms. Sequential quadratic programming and interior-point methods for nonconvex optimization. Implementation issues and current software packages for constrained optimization. Applications in digital signal processing, control, robotics, and communications.

**Note:** *Credit will be granted for only one of 573, 603.*

**Prerequisites:** *403 or 503 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 582 Units: **1.5**
### Electrical Drive Systems
Elements of drive systems, characterization of mechanical loads, requirements of electrical drive systems, dynamic equations and modelling of electrical machines, dc drives with various dc power sources, induction motor drives, ac controller, slip-energy recovery, constant air-gap flux, synchronous motor drives, permanent magnet motors, reluctance motors. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 582, 482.*

**Prerequisites:** *365 or 370 or equivalent.*

### ELEC 583 Units: **1.5**
### Digital Video Processing
Representation of digital video. Image formation models. Spatio-temporal sampling and sampling structure conversion. Two- and three-dimensional motion estimation techniques. Optical flow, block-based and pel-recursive methods for motion estimation. Still image and video compression methods and standards. Interface compression and model-based methods for video compression. Digital video systems and applications. Students are required to complete a project.

**Note:** *Credit will be granted for only one of 583, 483.*

**Prerequisites:** *310 or equivalent.*

### ELEC 586 Units: **1.5**
### Multiresolution Signal and Geometry Processing
Multirate signal processing, upsampling, downsampling, sampling rate coversion, polyphase techniques, multirate fliter banks, multiresolution signal representations, wavelets, digital geometry processing, polygon meshes, subdivision surfaces/wavelets, efficient multiresolution signal processing. Applications in data compression, computer graphiccs/animation, geometric modeling, communications, and signal processing. 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 MEng (Mechatronics and Embedded Systems Option) Project.

**Prerequisites:** *ENGR 466.*

**Grading:** *INP, COM, N, F.*

### ELEC 598 Units: **3.0**
### 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
Participation in a program of seminars. Required of 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 613 Units: **1.5**
### Spread Spectrum Communications
Review of basic concepts in digital communications and information theory. Direct sequence modulation and frequency hopping. Interference models. Signal acquisition. Anti-jam performance. Anti-fade performance. Coded systems. Code division multiple access. Implementation issues and applications.

**Prerequisites:** *350, 450, 511, 512 or equivalent.*

### ELEC 621 Units: **1.5**
### Numerical Techniques in Electromagnetics
Introduction to theoretical principles, and applications of numerical techniques for solving electromagnetic field problems. Static and dynamic field problems in modern microwave and millimeter wave transmission media. Maxwell's equations and their principal solutions. Boundary and interface conditions. Finite difference and finite element method (FDM, FEM). Method of moments (MM). Spectral domain and mode matching techniques. Transmission line method (TLM).

**Prerequisites:** *521 or equivalent.*

### ELEC 622 Units: **1.5**
### Nonlinear Microwave Components
Linearity and nonlinearity, frequency generation, representation of two-port networks, travelling wave and transmission-line concepts, scattering matrix and chain scattering matrix, Smith chart, impedance matching networks, signal flow graphs, characteristics of microwave bipolar junction and field-effect transistors, microwave transistor amplifiers, noise, broadband and high-power design methods, microwave oscillators, millimeter wave amplifiers and oscillators, diode mixers, FET mixers, millimeter wave mixers.

**Prerequisites:** *454 or 521 or equivalent.*

**ELEC 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**

Random variables review. Estimation methods; maximum likelihood, minimum mean squared error, maximum a posteriori, conditional mean, minimum variance, orthogonality principle. State space system models. Kalman Filtering. Adaptive and nonlinear filtering.

**Prerequisites:** *504 or equivalent.*

**ELEC 651**        Units: **1.5**
**Control Aspects in Robotics**

Direct and inverse kinematics. Direct and inverse dynamics. Path planning. PID control and its robustness. Computer torque method. Resolved acceleration control. Differential geometric approach. Adaptive control as applied to manipulators. Hybrid force/position control. Robustness issues of various control algorithms. Computational considerations.

**Prerequisites:** *425 and 501 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**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

# ENGL

**English**
**Department of English**
**Faculty of Humanities**

**ENGL 500**        Units: **1.5**
**Introduction to Textual Studies and Methods of Research**

An introduction to research skills, textual studies, disciplinary issues, and professional life. Covers 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:

1: Signifying Canines: Mimesis, Animals,Markets

Introduction to cultural animal studies with a focus on the figure of the dog. Analysis of canine signifers within turn-of-the-20th-century North American culture and within contemporary globalized culture. Study of how canines have faithfully (or not) and symbolically (or literally) served forms of cultural, racial, sexual, technological, and economic power across these periods. Use of poststructuralist, posthumanist, feminist, and affect theory to query canine "fidelity" and the ramifications of this species model of obedience to a Master.

2: Pacific Encounters

A study of select written and oral records of cross-cultural encounters in Pacific North America between the 18th century and the present (James Cook to Eden Robinson); focus especially on narrative records in various genres (logs, journals, fiction); consideration of both insider and outsider accounts (First Nations, settler, immigrant), and records of approaches from both land and sea (British, Canadian, American).

3: Creating Web Sites for Literary Scholars and Instructors.

Literary scholarship and instruction delivered via the World Wide Web with emphasis on design, implementation, rich media and usability testing. Techniques and tools for producing Web pages and sites, designing navigation, using HTML5, CSS3, JavaScript, rich media, and Flash. Other topics include copyright, web rhetoric, and testing learning outcomes. Three site assignments, weekly exercises. No previous Web design experience required; however, students must be competent using either the Mac or Windows OS.

4: Indigenous Critical Theory

An introduction to the field of Indigenous critical theory, textual studies, and cultural studies. Topics include: Decolonial Studies, Sovereignty Studies, Literary Nationalism, Transnational Studies, and Indigenous Feminism, among othe emerging critical methodologies. Participants will explore these critical methodologies in the study of four works of Indigenous literature.

5: Darwinist Anthropology and Literary Studies

A study of the explanatory power and the limits of Darwinist anthropology in literary studies with a focus on the question of language origin. Texts by Terrence Deacon, Michael Tomasello, Robbins Burling, John Searle, and Eric Gans.

**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**

**ENGL 507**        Units: **1.5**
**Digital Literary Studies: History and Principles**

Surveys and explores intellectual traditions and emergent concerns associated with computing in literary studies. Topics may include material relating to literary digital representation, analysis, communication, and creation, and involve theoretical considerations and pragmatic approaches.

**Note:** *Credit will be granted for only one of 507, 590 if offered in the same topic.*

**ENGL 508**        Units: **1.5**
**Digital Literary Studies: Special Topic**

**ENGL 509**        Units: **1.5**
**Digital Literary Studies: DHSI Proseminar**

A directed studies course in an area of the digital humanities, to be combined with curriculum offered by the Digital Humanities Summer Institute as with HUMA 491 (see <www.dhsi.org>).

**Note:** *May be taken more than once for credit in different topics.*

**ENGL 510**        Units: **1.5**
**Studies in Old English Literature: Special Topic**

**ENGL 515**        Units: **1.5**
**Studies in Middle English Literature: Area Course**

This year: Becoming Human in Medieval Literature and Culture

What are the available configurations of the human? We will take up the "question of the human" in medieval medicine, law, literature, and culture. Beginning with gestation and growth, the seminar is about emergent and ecological modes of creaturely life. It is about the human exposed and extended among a range of organisms and objects. We will explore textual and artifactual evidence, and our chief literary examples will be Chaucer's *Canterbury Tales* and *Gower's Confessio Amantis*.

**ENGL 516**        Units: **1.5**
**Studies in Middle English Literature: Special Topic**

This year: Anti-Jewish Discourse in Medieval England.

Study of the functions of anti-Jewish discourse and the interplay of religious identity and nationalism in medieval England, from where Jews were expelled in 1290. Special attention paid to literary representation of Jews, especially in the post-Expulsion years, when the absence of Anglo-Jewry created a complex "notional" Jewish character. Covers historical situation, pseudo-historical documentation against Jews (libels), and the impact of anti-Jewish narratives. Previous experience with Middle English helpful but not required.

**ENGL 520**        Units: **1.5**
**Studies in Renaissance Literature: Area Course**
This year: Drama in 16th-Century England

Reconsideration of contexts for Renaissance English literature through focused study of plays written and performed between 1485 and 1590 (including *Mankind*, cycle drama, *Cambises, Gorboduc, Campaspe*, and *Spanish Tragedy*). Topics to be considered include literary periodization; early modern political, religious, and educational debates; publication venues; editorial traditions; playing spaces; and performance conventions related to 16th-century English drama.

**ENGL 521**   Units: **1.5**
**Studies in Renaissance Literature: Special Topic**

**ENGL 530**   Units: **1.5**
**Studies in the Literature of the 17th Century: Area Course**

This year: Poetry, Drama and Religion in Post-Reformation England

A study of poetry, drama, and religion in early modern England. How do poets and dramatists represent, interrogate, or exploit religious change in post Reformation England? How do changes in religious belief and practice animate both theatrical and poetic texts? How do theatrical and poetic representations of religious life inform one another in the period? Contexts to be considered include questions about doctrine, devotional practices, biblical exegesis, Catholic recusancy, spiritual psycholog, and political theology.

**ENGL 531**   Units: **1.5**
**Studies in the Literature of the 17th Century: Special Topic**

**ENGL 540**   Units: **1.5**
**Studies in the Literature of the 18th Century: Area Course**

This year: Pleasure in Restoration and 18th-Century Literature

An investigation of pleasure, rhetorical and otherwise, in writings from 1660 to 1800, including the libertine writers of the Restoration (Behn, Wilmot, Dryden, Wycherley), the satirists of the Augustan period, the erotic studies of Eliza Haywood, the antic fictions of Laurence Sterne, Diderot, and de Maistre, as well as explorers of sensibility and sentiment, celebrators of nature (Rousseau, Darwin), and pioneers of the pleasures of the imagination, whether Gothic (Radcliffe) or mythic (Blake).

**ENGL 550**   Units: **1.5**
**Studies in the Literature of the 19th Century: Area Course**

This year: French Naturalism and the English Novel

Will enhance students' awareness of a major influence on the late 19-th century English novel in its transition from realism to modernism. Will explore the direct and indirect influences of this school of fiction on the so-called "English Naturalists," on mainstream English novelists, and on the publishing industry in Britain in the last decades of the 19th century. Will study key French and English texts, with particular attention to issues of censorship, representation, and cross cultural influence.

**ENGL 551**   Units: **1.5**
**Studies in the Literature of the 19th Century: Special Topic**

This year: Victorians and Disability

A study of Victorian literature and disability. Topics will include narration and disability, the narrative prosthesis, disability and the social body. Authors: Dickens, Collins, Trollope, Mayhew, Yonge. Students will also explore less well known treatments of disability via the library collection of Victorian periodical literature.

**ENGL 560**   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 561**   Units: **1.5**
**Studies in 20th-Century British and Irish Literature: Special Topic**

This year: Irish Poetry in the 20th Century

Poetic forms and lyric voice; the Irish Literary Revival; the example and influence of Yeats; hieratic and demotic voices; impact of struggle for independence and civil war; urban versus rural settings; Catholic and Protestant traditions; ideology and the lyric; the place of the lyric in history and politics; the Northern Irish Renaissance; questions of home and belonging, solitude and group membership; questions of poetic development.

**ENGL 570**   Units: **1.5**
**Studies in American Literature Pre-1914: Area Course**

**ENGL 572**   Units: **1.5**
**Studies in American Literature: Special Topic**

This year: Contemporary American Fiction and Religion

An examination of how contemporary American fiction has registered the Christian revival of the last five decades. Topics include multicultarlism, postmodernism, American history and imperialism, race, religion and cultural pluralism, theodicy, evolution and Intelligent Design. Authors include Robinson, Reed, Kingsolver, Atwood, Douglass, Roth, Brown, Sagan, McCarthy, Pynchon, Momaday, Anzaldúa, 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 Marlatt, 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 Barthes' "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, equality/inequality explored by examining the concern for historical and social differences between Native and non-Native communities in British Columbia in relation to questions of place and identity.

**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 counterhegemonic representations of Pacific Northwest forests as "totemic," "untouched," "vanishing," or "diseased." Pitfalls of environmental essentialism. Efforts of writers, theorists, and artists to inscribe material histories of race, gender, and labour back into images of West Coast nature, including Eden Robinson, Brian Jungen, Jin-me Yoon, Barry McKinnon, Lawrence Paul Yuxweluptun, and Bruce Braun.

**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 poetics reveal the blindnesses and the insights of Romantic literary tradition. Issues to be explored include poetic form and forms of attention (poetry as ecological consciousness), language, being, nature, myth, knowledge (especially local knowledge), science, culture, and economics, all of which are linked to questions of gender and race.

**583H -  (1.5) American Literature on the Pacific**

The American West Coast as an occasion for writers to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Survey; Japanese American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyberspace. Authors may include Okada, Kingston, Chin, Momaday, Alexie, 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 literary works that draw on anthropological knowledge. Genres to be studied include poetry, stories, life-writing, essays, anthropological theory and studies; theoretical issues include formal intersections of ethnography and literature, politics of representation, cultural appropriation, ethics of

translation, tensions between oral and written traditions. Authors include Barbeau, Boas, Bringhurst, Cameron, Cruikshank, Lévi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner and Wilson.

**ENGL 585** Units: **1.5**
**Studies in Canadian Literature: Area Course**

**ENGL 586** Units: **1.5**
**Studies in Canadian Literature: Special Topic**
This year: Exploration and Travel Literature

This course will explore motifs of exploration and travel in poems, stories, novels, and non fiction texts by Canadian authors with special emphasis on representations of the west coast. The travel narrative as genre; representation of landscape, hunting, and animals; encounters with First Nations; gender and exploration; exploration and nationalism; "the North"; scientific exploration; travel literature and the creation of national parks; contemporary wilderness narratives.

**ENGL 590** Units: **1.5**
**Directed Reading**

**ENGL 598** Units: **3.0-4.5**
**Master's Essay**
Students are required to complete a Master's Essay and a final oral examination based on that essay. In most cases, this essay will be a revised version of a paper written for one of the student's seminars. Students who intend to complete the 598 essay in a given term must sign up for a proseminar in which a faculty member will lead them through a series of meetings designed to set clear expectations concerning the methodological and theoretical expectations as well as the amount of contextual research required for the Master's Essay.
**Note:** *Students entering the program effective September 2009, and students doing a concentration in Literatures of the West Coast, will complete a Master's Essay (not to exceed 10,000 words) worth 4.5 units. All other students who entered the program prior to September 2009 will complete a Master's Essay (not to exceed 6,500 words) worth 3 units.*
**Grading:** *INP, COM, N, F.*

**ENGL 599** Units: **7.5**
**MA Traditional or Alternative Thesis**
**Grading:** *INP, COM, N, F.*

**ENGL 693** Units: **6.0**
Formerly: **698**
**Candidacy Examination**
**Notes:** *- Credit will be granted for only one of 693, 698.*

*- Students are required to pass two written exams (Major Field and Focused Field) within 24 months of registration as a doctoral candidate, and before registering in the Dissertation (ENGL 699).*
**Grading:** *INP, COM, N, F.*

**ENGL 699** Units: **18.0-33.0**
**PhD Dissertation**
**Prerequisites:** *ENGL 693*
**Grading:** *INP, COM, N, F.*

# ENTC

## Entrepreneurship Certificate
### Peter B. Gustavson School of Business

**ENTC 510** Units: **1.5**
**Entrepreneurship Searching and Screening**
Provides students with the tools to identify ideas for new ventures through systematic searching. Screen-

ing 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 their 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 520.*

**ENTC 540** Units: **1.5**
**Entrepreneurship Growth and Context Expertise**
Enables students to grow their own entrepreneurial companies by emphasizing innovation and value capture in a dynamic environment. Topics for the course include managing growth and change and entrepreneurs as global citizens. Students will choose one of the following four special topics of focus for the final third of the course: (1) Technology-based ventures, (2) service-based ventures, (3) internet-based ventures, or (4) doing business in China.

**Pre- or corequisites:** *Admission to the Graduate Certificate in Entrepreneurship; Completion or current enrollment in 530.*

# ENTD

## Entrepreneurship Diploma
### Peter B. Gustavson School of Business

**ENTD 590** Units: **3.0**
**Entrepreneurship Practicum and Directed Studies Seminar**
Provides a practical opportunity to apply all student entrepreneurial knowledge and skills from the four courses that constitute the Graduate Certificate in Entrepreneurship. Students will implement a business plan for a new venture or an existing compnay. Through journals, reports, discussions and faculty mentoring, students will study both personal and situational analysis in the entrepreneurial environment

in which they launch and operate their new business or new value creation project.

**Pre- or corequisites:** *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 compounds within soils, and the sedimentary and water columns, and across their interface.

**EOS 504** Units: **1.5 or 3.0**
**Selected Topics in Geochemistry**
Topics will be selected from the fields of solid earth, organic, marine, atmospheric and planetary geochemistry and biogeochemistry. Examples include geochemical tracers in oceanography and climate, ocean biogeochemical processes, environmental geochemistry, trace element and isotope geochemistry, hydrosphere-lithosphere interactions and high-temperature geochemistry.

**Note:** *May repeat with a different content (offered as 504A, 504B, 504C, 504D).*

**EOS 508** Units: **1.5**
**Marine Geology**
A seminar course covering modern processes of marine geology, including depositional processes and diagenesis of marine sediments. Examines a range of depositional environments: fjord and coastal, shelf, slope, and oceanic; with consideration of the data obtained from DSDP and ODP drilling.

**EOS 510** Units: **1.5**
**Plate Tectonics: the Geological Record**
An examination of the processes of plate tectonics as revealed by the geological record, including Precambrian evolution of cratons; rifts and passive margins; convergent margins and orogens; plate motions through time.

**EOS 511** Units: **1.5**
**Plate Tectonic Processes**
An overview of plate tectonic regimes with emphasis on physical processes and geophysical aspects related to the evolution of the Earth's plate system. Organized primarily as seminars and discussions, supplemented by special lectures by faculty and adjuncts.

**EOS 513** Units: **1.5**
**Advanced Igneous and Metamorphic Petrology**
A seminar style course focusing on advanced topics in igneous and metamorphic petrology and how the tools of petrology can be used for geodynamic reconstructions.

**EOS 516A** Units: **1.5**
**Ocean Acoustics I**
An introduction to the ocean as an acoustic medium, sound sources in the ocean, ray theory, normal modes, reflection and refraction processes at ocean boundaries and discussion of sound propagation in deep and shallow water. The basic concepts are

applied to special topics such as parabolic equation propagation models, sound propagation in bubbly fluids and ambient noise models.

**EOS 516B**　　　Units: **1.5**
**Ocean Acoustics II**
Theory and applications of ocean acoustic propagation modelling and acoustic signal processing. Propagation modelling topics to be considered include the normal-mode model including adiabatic and coupled modes and the ray-mode equivalence, and wave-number integration methods. Applications to acoustic interaction with the seabed, such as reflection from elastic media, are considered. Signal processing topics include the sonar equation, plane-wave beamforming techniques, and matched-field processing and inversion.

**EOS 519**　　　Units: **1.5**
**Selected Topics in Geophysics**
Examples of topics include geodynamics or continuum mechanics with geological applications, time series analysis with geophysical applications, seismic data processing, well log analysis, environmental and engineering geophysics, and geophysics of the continental crust.
**Note:** *May repeat with a different content (offered as 519A, 519B, 519C and 519D).*

**EOS 523**　　　Units: **1.5**
**Seismology**
Theoretical and practical aspects of seismic wave propagation, earthquake seismology, and processing and interpretation of reflection and refraction data.

**EOS 525**　　　Units: **1.5**
**Research Frontiers in Earth and Ocean Science**
This interdisciplinary Earth and Ocean Sciences course examines, in detail, global topics that are current, significant and which require input and integration across diverse disciplines. The specific topics change annually and the subject is team-taught by several SEOS/UVic faculty members.

**EOS 526**　　　Units: **1.5**
**Inverse Theory in Earth and Ocean Sciences**
Inverse theory and its applications in Earth and Ocean Sciences. Topics include non-uniqueness, general linear least-squares, singular-value decomposition, regularization, linearization, global inversion, Bayesian inversion, and Markov-chain Monte Carlo methods. Applications will be drawn from the research literature and include topics such as inversion of seismic, acoustic and geo-electromagnetic data, tomography and matched-field inversion.

**EOS 531**　　　Units: **1.5**
**Physical Oceanography**
Physical properties of sea water, equation of state, gravitational stability, large-scale ocean currents, meridional distribution of salinity and temperature, surface heat budgets, water masses, estuary flows.

**EOS 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 of

oxic and anoxic environments in natural aquatic systems (rainwaters, ground waters, rivers, lakes, estuaries and oceans). Other topics include the application of natural and anthropogenic tracers to geochemical problems with aquatic systems.
**Note:** *Credit will be granted for only one of 538, 425.*

**EOS 550**　　　Units: **1.5**
**The Ocean-Atmosphere System**
Studies of the Earth's climate require an understanding of the intimate links between the hydrosphere, atmosphere, cryosphere and biosphere. Basic theories of the dynamics of ocean and atmosphere. The physics and biogeochemistry of coupled models are examined with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.

**EOS 551**　　　Units: **1.5**
**Introductory Dynamic Meteorology**
An introduction to the dynamics and thermodynamics of rotating atmospheres. Topics include: equations of motion, circulation theorems, geostrophy and quasigeostrophy, boundary layer dynamics, waves in the atmosphere, barotropic and baroclinic instabilities, and the general circulation of the atmosphere.

**EOS 562**　　　Units: **1.5**
**Mathematical Tools for Earth, Ocean and Atmospheric Sciences**
Selected topics to provide training in mathematical techniques and tools used in ocean and earth systems data analysis and numerical modeling. Examples of topics are time-series analysis, statistical prediction and analysis, and numerical finite-difference, finite-element and spectral modeling techniques.
**Note:** *May repeated with different content (offered as 562A, 562B, 562C, 562D).*

**EOS 580**　　　Units: **1.0 to 3.0**
**Directed Studies**
Designed to enable students to pursue individual interests.
**Note:** *May be taken more than once for credit.*

**EOS 599**　　Units: **to be determined***
**MSc Thesis**
The thesis or dissertation requirement for advanced degrees (599 or 699) applies to all students in the School.
*\*Normally 9 units.*
**Grading:** *INP, COM, N, F.*

**EOS 693**　　　Units: **3.0**
**PhD Candidacy Examination**
Students must enroll 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 enroll 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 in Kinesiology**
An examination of contemporary research, theoretical, and practical issues in Exercise Science.
**Grading:** *INP, COM, N, F.*

**EPHE 561**　　　Units: **1.5**
Formerly: **PE 561**
**Current Issues in Leisure Services**
Addresses the problems, challenges and opportunities facing the recreation-leisure service professional. Focus on concepts, theories and historical framework of leisure; nature and scope of the profession.
**Note:** *Credit will be granted for only one of 561, PE 561.*

**EPHE 562**　　　Units: **1.5**
Formerly: **PE 562**
**Administrative Planning Process**
Examination of the planning process as it exists within federal, provincial, regional and municipal government recreation departments as well as not-for-profit and private sector leisure delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.
**Note:** *Credit will be granted for only one of 562, PE 562.*

**EPHE 563**　　　Units: **1.5**
Formerly: **PE 563**
**Community Leisure Service Development**
Exploration of the nature and function of leisure service development as a community based function. Focus on the development and use of other social service organizational models.
**Note:** *Credit will be granted for only one of 563, PE 563.*

**EPHE 570**　　　Units: **1.5**
Formerly: **PE 570**
**Skill Acquisition in Physical Education and Sport**
A review of learning theories and principles as they pertain to the acquisition and retention of motor skills; the neural mechanisms involved in the learning and control of motor patterns; information processing in human performance; detailed study of research on memory, attention, retrieval systems, and movement control.
**Note:** *Credit will be granted for only one of 570, PE 570.*

**EPHE 572**　　　Units: **1.5**
Formerly: **PE 572**
**Physiology in Physical Education and Sport**
The study of physiological basis for sport performance and fitness. The assessment of physiological status and the rationale for the prescription of exercise programs.
**Note:** *Credit will be granted for only one of 572, PE 572.*

**EPHE 573**　　Units: **1.5 or 3.0**
Formerly: **PE 573**
**Research Methods in Kinesiology**
An overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in the School of Exercise Science, Physi-

cal 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, 577A.*

*- Taught in summer only.*

**Prerequisites:** *Enrolment in the MEd Coaching Studies Co-operative Program.*

### EPHE 578    Units: **1.5**
Formerly: **PE 578**
**Biomechanics**

A study of athletic performance by way of the laws of physics and mechanics. Topics include:

1. A review of the fundamental laws of physics and mechanics.

2. A critical analysis of selected sport skills and techniques.

**Note:** *Not open to students with credit in PE 578.*

### EPHE 579    Units: **1.5**
Formerly: **PE 577B or PE 579**
**Current Issues in Coaching Studies**

Identification and selection of issues in coaching and sport for presentation, discussion, and resolution. As leaders in sport, students will consider issues from both a content perspective and in the context of beliefs and values.

**Note:** *Credit will be granted for only one of 579, PE 577B, 579.*

### EPHE 580    Units: **1.5**
Formerly: **PE 580**
**Physiological Issues in Physical Activity and Health**

Selected issues and research examining the physiological responses and adaptations to exercise, especially as they relate to performance and/or health.

**Note:** *Credit will be granted for only one of 580, PE 580.*

### EPHE 581    Units: **1.5**
Formerly: **PE 581**
**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 in Physical Activity and Health**

Examines issues surrounding the development of health through physical activity engagement from societal and pedagogical perspectives. A core component will be to develop, implement and report on a community based inquiry project. Qualitative genres

based on different modes of inquiry will be explored and applied in a course culminating inquiry project.

**Note:** *Credit will be granted for only one of 585, PE 585.*

### EPHE 590    Units: **to be determined**
Formerly: **PE 590**
**Special 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: **to be determined**
Formerly: **PE 598**
**Project - Exercise Science, Physical and Health Education**

**Note:** *Not open to students with credit in PE 598.*

**Grading:** *INP, COM, N, F.*

### EPHE 599    Units: **to be determined**
Formerly: **PE 599**
**Thesis - Exercise Science, Physical and Health Education**

**Note:** *Not open to students with credit in PE 599.*

**Grading:** *INP, COM, N, F.*

### 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** Units: **18.0**
**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 Theory**
An examination of contemporary theories that support ethnoecology, ecological restoration and political ecology. Emphasis will be given to the intersection of scientific, humanistic and traditional knowledge. Weekly seminars will be preceded by a 3-day field camp in late August/early September (additional cost for field camp).

**Note:** *Required core course. Normally restricted to graduate students in the School of Environmental Studies.*

**ES 501** Units: **1.5**
**Methods, Research Design and Communication**
Students will learn about different research methods, including qualitative and quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in interdisciplinary research; they will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge. Course will be offered in two one-week intensive sessions (semi-distance format, with assignments in between).

**Note:** *Required core course. Normally restricted to graduate students in the School of Environmental Studies.*

**ES 502** Units: **1.5**
**Thesis Proposal Preparation**
Students will work individually with their supervisor (or co-supervisors) and supervisory committee to develop a thesis proposal. An oral defense of the proposal shall take place no later than September 30th of the student's second year of full-time study or third year of part-time study. An annual research showcase will provide an opportunity for students to present their work in a formal setting. Credit shall be granted upon acceptance of the proposal with revisions (as necessary).

**Note:** *Required core course.*
**Grading:** *INP, COM, N, F.*

**ES 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 599** Units: **7.5**
**MA, MSc Thesis**
**Grading:** *INP, COM, N, F.*

# FORB

## Forest Biology
**Department of Biology**
**Faculty of Science**

**FORB 515** Units: **1.5**
**Advanced Experimental Mycology**
See BIOL 415B. An additional research paper or presentation is required.

**FORB 527** Units: **1.5**
**Advanced Plant Biochemistry and Biochemical Ecology**
See BIOL 458. An additional research paper or presentation is required.

**FORB 528** Units: **1.5**
**Advanced Plant Stress Physiology**
See BIOL 453. An additional research paper or presentation is required.

**FORB 538** Units: **1.5**
**Topics in Microbial Ecology**
See BIOL 438. A research paper on soil-plant microbial interactions is required.

**FORB 549** Units: **1.5**
**Individual Study in Forest Biology**
  **549A -** **Tree Physiology**
  **549B -** **Tree Molecular Biology**
  **549C -** **Trees and Fungi**
  **549D -** **Forest Soils**
  **549E -** **Forest Ecology**
  **549F -** **Forest Genetics**

**Note:** *May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.*

**FORB 560** Units: **1.5**
**Forest Biology Seminar**
Student and guest seminars on selected topics in forest biology and forest biotechnology and regeneration. Required of all graduate students in forest biology every year of their degree program (except by departmental permission) but will not count as part of their minimum graduate course requirement.

**Grading:** *INP, COM, N, F.*

**FORB 570** Units: **1.5**
**Advanced Topics in Forest Biology**
A series of lectures and seminars examining subjects of current interest that focus on the adaptations of trees and their interaction with the forest environment.

**Note:** *May be taken more than once for credit in different topics. Pro Forma required.*

# FRAN

## French
**Department of French**
**Faculty of Humanities**

**FRAN 500** Units: **1.5**
Formerly: **FREN 500**
**Introduction to Bibliography and Research Methods**
A review of the use of bibliographical tools, forms of citation and documentation. Instruction in the preparation of materials for publication. Weekly presentations by various faculty members demonstrating the application of varied research methodologies.

**Notes:** *- Compulsory for all first-year graduate students.*

*- Credit will be granted for only one of 500, FREN 500.*

**FRAN 502** Units: **1.5**
Formerly: **FREN 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** Units: **1.5**
Formerly: **FREN 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** Units: **1.5**
Formerly: **FREN 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** Units: **1.5**
Formerly: **FREN 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).*

**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**
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**
A spectrum of qualitative research paradigms, theories, methodologies, methods and techniques will be explored from the perspective of human geography. Following from epistemological and ontological positions, we will examine theories of positivism and post-positivism, interpretivism and critical inquiry. Methodologies will include, but are not limited to: ethnography, phenomenology, grounded theory, action research, and discourse analysis. Methods and techniques will include participant observation, focus groups, interviews, case studies, and other innovative modes of inquiry.
**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 Advisor.*

**GEOG 524**     Units: **1.5**
**Advanced Quantitative Methods**
Examines the use and interpretation of selected multivariate statistics.
**Note:** *Master's Program students are required to take one of 518, 523, 524.*
**Prerequisites:** *An introductory level statistics course is required.*

**GEOG 536**     Units: **1.5**
**Advanced Seminar in Human and Social Geography**
An examination of theoretical issues and major research paradigms in human and social geography.

**GEOG 537**     Units: **1.5**
**Advanced Seminar in Physical Geography**
Selected research topics in biogeography, climatology, hydrology, geomorphology and soil science. Course content will vary annually, depending on graduate and faculty research interests. Seminars, faculty and guest lecturers and individual research projects will be utilized.
**Note:** *Credit will be granted for only one of 537, 525.*

**GEOG 538** Units: **1.5**
**Advanced Seminar in Geomatics**
Identifies and reviews knowledge and influential thought that have shaped and advanced the science of geomatics and associated technology through time. Students are introduced to the contemporary knowledge in geomatics, areas of application, unresolved questions and the present and future research agenda. Includes presentations by guest lecturers, readings and literature reviews.

**GEOG 539** Units: **1.5**
**Advanced Seminar in Resource Management**
A seminar dealing with resources management areas currently (or recently) being researched by members of the department. Topics will include: problem formulation, conceptual/literature background, fieldwork/data issues, analytical approaches and results/interpretation.
**Note:** *Credit will be granted for only one of 539, 552.*

**GEOG 546** Units: **1.5**
**Advanced Topics in Human and Social Geography**
An examination of contemporary theoretical issues and competing research paradigms in human geography.
**Note:** *Not offered on a regular basis. May be taken more than once for credit in different topics.*

**GEOG 547** Units: **1.5**
**Advanced Topics in Physical Geography**
An examination of contemporary theoretical and/or applied research subjects in physical geography.
**Note:** *Not offered on a regular basis. May be taken more than once for credit in different topics.*

**GEOG 548** Units: **1.5**
**Advanced Topics in Geomatics**
An examination of contemporary theoretical and/or applied research subjects in geomatics.
**Note:** *Not offered on a regular basis. May be taken more than once for credit in different topics.*

**GEOG 549** Units: **1.5**
**Advanced Topics in Resource Management**
A seminar dealing with conceptual and research design issues involved with a project or problem area in resource management of interest to a faculty member.
**Note:** *Not offered on a regular basis. May be taken more than once for credit in different topics.*

**GEOG 590** Units: **1.5**
**Directed Studies in Geography**
**Note:** *MA, MSc and PhD students may only take one 590 course as part of their minimum program requirements. If they wish to take additional 590 courses these can be added to their minimum course load. Individual titles will be assigned to each numbered section of the course arranged by supervisory committees.*

**GEOG 591** Units: **1.5**
**Advanced Topics in Geography**
Various advanced special topics courses spanning the discipline of Geography.
**Note:** *Master's and Doctoral students may take only one 591 toward their minimum course requirements but may take additional courses in different topics beyond their minimum load on the advice of their supervisory committee.*

**GEOG 599** Units: **to be determined**
**MA, MSc Thesis**
**Note:** *Credit to be determined.*
**Grading:** *INP, COM, N, F.*

**GEOG 693** Units: **3.0**
**Candidacy Examination**
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.

**Corequisites:** *699.*
**Grading:** *INP, COM, N, F.*

**GEOG 699** Units: **to be determined**
**PhD Dissertation**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

## GER

### German
**Department of Germanic and Slavic Studies**
**Faculty of Humanities**

**GER 501** Units: **1.5**
**Introduction to Bibliography, Methods of Research, and Theory of Literary Criticisms**

**GER 510** Units: **1.5**
**Studies in Medieval Literature**

**GER 520** Units: **1.5**
**Studies in 17th-Century Literature**

**GER 530** Units: **1.5**
**Studies in 18th-Century Literature**

**GER 540** Units: **1.5**
**Studies in 19th-Century Literature**

**GER 550** Units: **1.5**
**Studies in 20th-Century Literature I**

**GER 551** Units: **1.5**
**Studies in 20th-Century Literature II**

**GER 560** Units: **1.5**
**German-Canadian Studies**

**GER 590** Units: **1.5**
**Directed Studies I**
**Note:** *Pro Forma required.*

**GER 591** Units: **1.5 or 3.0**
**Directed Studies II**
**Note:** *Pro Forma required.*

**GER 599** Units: **6.0-9.0**
**Thesis**

## GRS

### Greek and Roman Studies
**Department of Greek and Roman Studies**
**Faculty of Humanities**

**GRS 501** Units: **3.0**
**Greek Literature**

**GRS 502** Units: **3.0**
Formerly: **541**
**Greek History**

**GRS 503** Units: **3.0**
**Latin Literature**

**GRS 504** Units: **3.0**
Formerly: **542**
**Roman History**

**GRS 505** Units: **3.0**
Formerly: **543**
**Ancient Art and Archaeology**

**GRS 506** Units: **3.0**
**Ancient Philosophy**

**GRS 590** Units: **1.5-3.0**
Formerly: **CLAS 590**
**Directed Individual Study**
**Note:** *May be taken more than once for credit to a maximum of 4.5 units. Pro Forma required for registration.*

**GRS 599** Units: **6.0-9.0**
Formerly: **CLAS 599**
**MA Thesis**
**Note:** *Before beginning the thesis the candidate must arrange with the supervisory committee and the Graduate Adviser the number of units to be assigned.*
**Grading:** *INP, COM, N, F.*

## GS

### Graduate Studies by Special Arrangement
**Faculty of Graduate Studies**

**GS 500** Units: **1.5 or 3.0**
**Special Topics**
**Notes:** *- May be taken more than once for credit in different topics.*

*- Students must seek prior approval from their supervisory committee and graduate adviser for inclusion of this course in their graduate program, although they will be permitted to register in it as "extra" to their program.*

*- Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.*

**GS 501** Units: **1.5 or 3.0**
**Interdisciplinary Topics**
Courses may be offered between academic departments through the Faculty of Graduate Studies.
**Notes:** *- At least one of the offering departments must have a regular graduate program. May be taken more than once for credit in different topics.*

*- Students must seek prior approval from their supervisory committee and graduate adviser for inclusion of this course in their graduate program, although they*

*will be permitted to register in it as "extra" to their program.*

*- Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.*

**GS 502** Units: **to be determined**
**Approved Exchange**
University of Victoria students attending courses under approved exchange agreements may register in this course to maintain their UVic registration status.
**Note:** *Permission of the Dean of Graduate Studies required.*
**Grading:** *INP, COM, N, F.*

**GS 503** Units: **3.0**
**Canadian Visiting Research Internship**
Research Internship for students in research activities under the supervision of University of Victoria faculty as part of a regular graduate degree program at their home university.
**Note:** *Permission of the Dean of Graduate Studies required.*
**Grading:** *INP, COM, N, F.*

**GS 504** Units: **3.0**
**International Visiting Research Internship**
Research Internship for students in research activities under the supervision of University of Victoria faculty as part of a regular graduate degree program at their home university.
**Note:** *Permission of the Dean of Graduate Studies required.*
**Grading:** *INP, COM, N, F.*

**GS 505** Units: **1.5**
**Multi-Disciplinary Research Internship**
Courses may be offered between academic units through the Faculty of Graduate Studies.

This multi-disciplinary course provides supervised 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** Units: **3.0**
**Colloquium in Theories and Practices**
**Note:** *A compulsory course for all graduate students, except PhD students who have taken a comparable seminar.*

**HA 502** Units: **1.5**
**Special Topics in the History of Art**
**Prerequisites:** *Permission of the instructor.*

**HA 509** Units: **1.5**
**Workshop in Art Historical Writing**
A workshop in which students focus on the major genres of art historical writing.
**Prerequisites:** *501*

**HA 510** Units: **1.5**
**Seminar in Film Studies**
**Prerequisites:** *Permission of the instructor.*

**HA 520** Units: **1.5**
**Seminar in Medieval Art**
**Prerequisites:** *Permission of the instructor.*

**HA 530** Units: **1.5**
**Seminar in the Arts of South and/or Southeast Asia**
**Prerequisites:** *Permission of the instructor.*

**HA 540** Units: **1.5**
**Seminar in Renaissance Art**
**Prerequisites:** *Permission of the instructor.*

**HA 545** Units: **1.5**
**Seminar in Early Modern Art,** *c.* **1500-1750**
**Prerequisites:** *Permission of the instructor.*

**HA 549** Units: **1.5**
**Seminar in Orientalism in Art and Architecture**
**Note:** *Credit will be granted for only one of 549, 449.*
**Prerequisites:** *Permission of the instructor.*

**HA 550** Units: **1.5**
**Seminar in Islamic Art and Civilization**
**Prerequisites:** *Permission of the instructor.*

**HA 552** Units: **1.5**
**Seminar in the Arts of Mughal India**
**Prerequisites:** *Permission of the instructor.*

**HA 553** Units: **1.5**
**Seminar in the Arts of Safavi Iran**
**Prerequisites:** *Permission of the instructor.*

**HA 554** Units: **1.5**
**Seminar in 19th- and/or 20th-Century Architecture**
**Note:** *Credit will be granted for only one of 554, 465.*
**Prerequisites:** *Permission of the instructor.*

**HA 555** Units: **1.5**
**Seminar in Canadian Art**
**Prerequisites:** *Permission of the instructor.*

**HA 560** Units: **1.5**
**Seminar in Modern Art I (1870-1945)**
**Prerequisites:** *Permission of the instructor.*

**HA 561** Units: **1.5**
**Seminar in Modern Art II (1945-1990)**
**Prerequisites:** *Permission of the instructor.*

**HA 563** Units: **1.5**
**Seminar in Political Art**
**Prerequisites:** *Permission of the instructor.*

**HA 564** Units: **1.5**
**Seminar in Contemporary Art**
**Prerequisites:** *Permission of the instructor.*

**HA 565** Units: **1.5**
**Seminar in 20th-Century Native North American Arts**
**Prerequisites:** *Permission of the instructor.*

**HA 570** Units: **1.5**
**Seminar in East Asian Art**
**Prerequisites:** *Permission of the instructor.*

**HA 571** Units: **1.5**
**Seminar in the Arts of China**
**Prerequisites:** *Permission of the instructor.*

**HA 578** Units: **1.5**
**Seminar in Popular Culture**
**Prerequisites:** *Permission of the instructor.*

**HA 580** Units: **1.5**
**Topics in Cultural Resource Management**
**Prerequisites:** *Permission of the instructor.*

**HA 582** Units: **1.5**
**Seminar in Indigenous Arts**
**Note:** *Credit will be granted for only one of 582, 482.*
**Prerequisites:** *Permission of the instructor.*

**HA 584** Units: **1.5**
**Seminar in the Arts of the Pacific Northwest**
An intensive study of a selected aspect of Pacific Northwest art. Content will vary from year to year.
**Note:** *May be taken more than once with permission of the department.*

**HA 589** Units: **1.5**
**Special Studies in Heritage Conservation**
May be taken in conjunction with a Cultural Resource Management course in the HA 489 series with permission of the Program Adviser.
**Notes:** *- This course may be taken more than once for credit in different topic areas.*

*- Subject to differential fees; consult Fees for Graduate Programs.*

**HA 590** Units: **1.5**
**Directed Studies MA Level**
**Note:** *Pro Forma.*

**HA 593** Units: **1.5**
**Seminar on the Williams Collection**
An intensive study of selected aspect of the Williams Collection. Topics will vary.
**Notes:** *- Several classes may be taught at area museums and galleries.*

*- May be taken more than once with permission of the department.*

**HA 598** Units: **4.5**
**Research Paper**
An extended research paper of approx. 10,000 words which will also be presented to a public audience.
**Note:** *Required for MA students who elect the Research Paper Option.*
**Grading:** *INP, COM, N, F.*

**HA 599**　　Units: **7.5**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

**HA 601**　　Units: **3.0**
**Colloquium in Theories and Practices**
**Note:** *A compulsory course for all doctoral students, except for students who have credit for HA 501.*

**HA 609**　　Units: **1.5**
**Workshop in Art Historical Writing**
A workshop in which students focus on the major genres of art historical writing.

**HA 690**　　Units: **1.5-6.0**
**Directed Studies PhD Level**
**Note:** *Pro Forma.*

**HA 693**　　Units: **3.0**
**Candidacy Exam**
**Note:** *This is a required 3-unit Candidacy Preparation which must be passed within 3 years of registration.*
**Grading:** *INP, COM, N, F.*

**HA 699**　　Units: **30.0**
**PhD Dissertation**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

# HINF

## Health Information Science
### School of Health Information Science
### Faculty of Human and Social Development

**HINF 501**　　Units: **1.5**
**Database Design**
Addresses the issues facing a database designer in the development of database applications appropriate for health data of various kinds. The content includes the elements of conceptual, implementation and physical database design to support health information systems.
**Note:** *Credit will be granted for only one of 501, 591 (if taken in the same topic).*

**HINF 503**　　Units: **1.5**
**Research Methods in Health Informatics**
Examines a variety of study designs used in health informatics and outcomes research. These include experimental designs, observational and predictive studies, and qualitative inquiries. For each study design, appropriate analytical approaches and use of related software will be covered.

**HINF 510**　　Units: **1.5**
**Information Management and Technology**
Critically examines the application of state-of-the-art IM&T principles and methods in the private sector and the degree to which they apply to Canadian health care organizations. Identifies the issues which chief information officers face in their attempts to provide the right information to the right people at the right time for the right price. Offered in alternate years.

**HINF 511**　　Units: **1.5**
**Clinical Decision Support Systems**
An overview of clinical decision support (CDS) systems and methods. Students will be introduced to CDS tools and techniques that will help them make informed decisions within their organization and participate in strategic planning activities. Course modules include: a conceptual framework for describing and analyzing CDS, effectiveness of CDS interventions, policies affecting CDS deployments, and

health information standards pertinent to CDS initiatives.

**HINF 515**　　Units: **1.5**
**Clinical Information Systems**
A thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. Includes a review of factual and patient information systems, signal and pattern processing applications, decision support, simulation, education and training applications. Offered in alternate years.

**HINF 516**　　Units: **1.5**
**Telemedicine in Action**
A case-based approach to telemedicine and its applications in the field. Enrollees will engage in curriculum around the three following contextual cases: clinical; education; administration applications. Students will interact with, experience, and review, a range of technology-enabled learning tools, participate in technology demonstrations, and engage in exchanges with various telehealth and informatics personnel and experts.

Specific units of this course are also modularized for CME accreditation.

**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 530**　　Units: **1.5**
**Health Informatics Literature Review**
An in depth exploration of a health informatics topic. Students who are already part way through their degree program may select a topic that will help them with their project or thesis. Students who have just joined the program may wish to explore new topics that might lead them to a specific area of interest for their project/thesis.

**Note:** *Credit will be granted for only one of 530, 591 (if taken in the same topic).*

**HINF 531**　　Units: **1.5**
**Ethical and Legal Aspects of Health Informatics**
An advanced review of legal aspects of the health care profession, including confidentiality, privacy, legal liability of software systems and contractual issues. Students will gain an appreciation for legal terminology, reasoning, and processes, as well as basic principles of law which apply to and govern health systems in Canada.

**HINF 535**　　Units: **1.5**
**Health Information Standards**
The study of health information standards being deployed and used in Canada and elsewhere. The standards to be examined include data, messaging and terminology standards such as meta-data schemas, HL7v2.X, HL7v3, HL7-CDA, CCR, CCD, DICOM, ICD10, LOINC, SNOMED CT, archetypes and nursing terminologies. Topics include: the nature of standards, their historical evolution and lifecycles for standards from development and distribution to maintenance. Emphasis will be on both the strategic relevence of and practical skills in working with standards.

**Note:** *Credit will be granted for only one of 535, 591 (if taken in the same topic).*

**HINF 550**　　Units: **1.5**
**Health Information Systems Design**
Designing health information systems. Case studies will be used to discuss how systems are designed and implemented in complex settings. Students will work in teams with other students to develop a total system solution to a particular health care problem. Offered in alternate years.

**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 551**　　Units: **1.5**
**Electronic Health Record**
An examination of recent efforts in modelling health information and documents. A structured review of the current literature, development of a means for selecting key articles, and development of a structure for findings, including types and classes of health information, methods of health information documentation, and current status of use of XML in health information systems, including a summary of current limits and challenges.

**HINF 552**　　Units: **1.5**
**Evaluation in e-Health**
Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.
**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 553**　　Units: **1.5**
**e-Health Sustainability**
Focuses on the issue of sustainability and how e-health applications can be planned in a manner that encourages ultimate integration and routine use.
**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 554**　　Units: **1.5**
**Critical Appraisal of the Health Sciences Literature**
An opportunity for students to improve their ability to find, appraise and use evidence about health care interventions appearing in the health sciences literature. Using an online virtual classroom format, students will gain knowledge of the criteria used to appraise the validity, importance and applicability of different types of health literature.
**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 560**　　Units: **1.5**
**Health Care Quality Improvement**
Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

**HINF 561**　　Units: **1.5**
**Project Management in Health Informatics**
An introduction to the essentials of project management and the project life cycle. Topics include project lifecycle management, and all project processes including: project charter, network diagramming, scope management, cost management, risk management, issue management, change management, scheduling and schedule management.

**HINF 562**　　Units: **1.5**
**Procurement in Health Informatics**
An introduction to the procurement process in health informatics. Covers key decision making aspects in the analysis and selection of health information systems. An important goal is to have students appreciate the dynamics and compromises which take place when a health care authority/facility selects information technology to primarily support its work practices.

**HINF 570**　　Units: **1.5**
**Epidemiology in Health Services Management**
An examination of the principles and methods of managerial epidemiology. Focuses on the design, implementation and evaluation of epidemiological analyses as applied to management in the health

and social services, including the role of epidemiology in health services planning and policy formulation, health status indicators, outcome measurement and utilization analysis. Offered in alternate years.

**HINF 571** Units: **1.5**
**Health Systems Data Analysis**
The major health system databases and how, with record linkage, they can be analyzed to create pictures of system components for strategic planning, ongoing program management, monitoring and evaluation. By working with real data and real problems, students will learn basic tools and methods of health system data analysis.
**Note:** *Only available through our Distributed Stream MSc and is not available on campus.*

**HINF 572** Units: **1.5**
**Health Informatics: An Overview**
An overview of current developments, issues and challenges in the emerging field of health informatics. Historical development of the field will be covered. Addresses basic foundations of health informatics, including the field's theoretical and methodological underpinnings. Considers a range of emerging applications in health informatics as well as approaches to understanding and evaluating these innovations.

**HINF 573** Units: **1.5**
**Applied Biostatistics**
A computer laboratory course primarily designed to provide practical experience in running SPSS software, interpreting output and presenting findings in Figures and Tables, suitable for publications or dissertations. Topics include: understanding statistics, data management and cleaning, recode and compute statements, scale development (Cronbach's alpha), t-tests, chi-square analyses, correlation and logistic regression. The skills learned are those commonly used in quantitative research for health and social sciences.

**HINF 575** Units: **1.5**
**Human Factors in Healthcare**
Introduces a framework for considering human factors in health informatics. Includes study of human-computer interaction in the design of a range of health informatics applications, user analysis, workflow modelling, consideration of methods of evaluating system usability and socio-technical aspects of successful healthcare system design. In addition, approaches to the design of systems that are safe and that reduce human error in healthcare will be emphasized.

**HINF 580** Units: **1.5**
**Health Informatics Graduate Seminar**
Key themes, issues and trends in Health Informatics. Consists of presentations by faculty and students on different Health Informatics subject areas.

**HINF 590** Units: **1.5**
**Directed Studies in Health Informatics**
An opportunity to pursue directed readings or a project under the supervision of a faculty member. Students may take this course up to a maximum of two times throughout the program.
**Note:** *A student's supervisor can instruct only one directed studies course.*

**HINF 591** Units: **1.5**
**Topics in Health Informatics**
Advanced topics in various areas of health informatics. Topics vary depending on faculty interests and availability. Students may take this course more than once.

**HINF 598** Units: **3.0**
**Research Project**
The student is required to conduct a major research project in health informatics under the supervision of a faculty member.

**HINF 599** Units: **6.0**
**Health Informatics Thesis**
The thesis provides the student with the opportunity of conducting original research and interpretation of those results in Health Informatics.

# HIST

## History
**Department of History**
**Faculty of Humanities**

**HIST 500** Units: **1.5**
**Historiography**

**HIST 501A** Units: **1.5**
**Field in American History I**

**HIST 501B** Units: **1.5**
**Field in American History II**

**HIST 502A** Units: **1.5**
**Field in British History I**

**HIST 502B** Units: **1.5**
**Field in British History II**

**HIST 503A** Units: **1.5**
**Field in Canadian History I**

**HIST 503B** Units: **1.5**
**Field in Canadian History II**

**HIST 504A** Units: **1.5**
**Field in European History I**

**HIST 504B** Units: **1.5**
**Field in European History II**

**HIST 506A** Units: **1.5**
**Field in Medieval History I**

**HIST 506B** Units: **1.5**
**Field in Medieval History II**

**HIST 508A** Units: **1.5**
**Field in Chinese History I**

**HIST 508B** Units: **1.5**
**Field in Chinese History II**

**HIST 509A** Units: **1.5**
**Field in Japanese History I**

**HIST 509B** Units: **1.5**
**Field in Japanese History II**

**HIST 510** Units: **1.5**
**Topical Field in Social History**

**HIST 511** Units: **1.5**
**Topical Field in Military History**

**HIST 512** Units: **1.5**
**Topical Field in Intellectual/Cultural History**

**HIST 513** Units: **1.5**
**Topical Field in Women's/Gender History**

**HIST 514** Units: **1.5**
**Topical Field in World History**

**HIST 516** Units: **1.5**
**Topical Field in Computers and History**

**HIST 517** Units: **1.5**
**Topical Field in Cultural History and Theory**

**HIST 518** Units: **1.5**
**Topical Field in Political History**

**HIST 519** Units: **1.5**
**Topical Field in Special Topics**

**HIST 521** Units: **1.5**
**Topical Field in Legal History**

**HIST 522** Units: **1.5**
**Topical Field in Religious History**

**HIST 523** Units: **1.5**
**Topical Field in History of Science/Technology**

**HIST 526** Units: **1.5**
**Topical Field in Ethnohistory**
A seminar course that examines the major issues facing ethnohistorians generally but with an emphasis on ethnohistory with respect to Indigenous peoples.

**HIST 527** Units: **1.5**
Also: **POLI 506**
**Topical Field in Qualitative Research Methods**

**HIST 528** Units: **1.5**
**Field School in Ethnohistory**
A 6-week intensive community-based course where students move to the host First Nations' community to research.

**HIST 550** Units: **1.5**
**Non-Thesis MA Historiography/Research Methods**

**HIST 590** Units: **1.5 or 3.0**
**Directed Reading - Field**

**HIST 591** Units: **1.5 or 3.0**
**Directed Reading - Topical Field**

**HIST 598** Units: **6.0**
**MA Major Research Paper**
**Grading:** *INP, COM, N, F.*

**HIST 599** Units: **9.0-10.5**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

**HIST 693** Units: **3.0**
**PhD Candidacy Examinations**
Students enrol in HIST 693 for the duration of their preparations for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.
**Grading:** *INP, COM, N, F.*

**HIST 699** Units: **30.0-36.0**
**PhD Thesis**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

# HSD

## Human and Social Development
**Interdisciplinary Courses**
**Faculty of Human and Social Development**

**HSD 504** Units: **1.5**
**Ethical Behaviour in Professional Practice**
Theoretical foundations for ethics and moral thinking, with an emphasis on application to professional practice. Examines codes of ethics, standards of practice,

and the impact of the organizational context on professional behaviour.

**HSD 580**  Units: **1.5 or 3.0**
**Special Topics in Human and Social Development**
A variable content course focusing on the policy, practice and/or research interests of faculty and students in the Faculty of Human and Social Development.

**Note:** *May be taken more than once for credit in different topics.*

**HSD 590**  Units: **1.5-3.0**
**Directed Studies**
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registering in this course.

**Note:** *May be taken more than once for credit in different topics. Pro Forma required.*

# IGOV

## 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 perspective on the methods and approaches used in the study of Indigenous issues, providing the basic tools and methods used for conducting applied research, as well as an exploration of the practical, ethical, and political issues involved in conducting research in Indigenous communities.

**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.*

**IGOV 550**  Units: **1.5**
**Indigenous Peoples and Self Determination**
A focused analysis of current processes to decolonize the relationships between Indigenous peoples and states (as well as other colonial entities), with particular emphasis on questions of land tenure, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.

**Note:** *Registration open to IGOV MA students only.*

**IGOV 560**  Units: **1.5**
**Indigenous Peoples and Globalization**
An examination of how processes of globalization and neo-colonialism impact Indigenous peoples worldwide and strategies Indigenous peoples around the world are using to confront these economic,

social, political and cultural pressures in order to regenerate their communities.

**Note:** *Registration by permission of the department.*

**IGOV 570**  Units: **1.5**
**Indigenous Women and Resistance**
An exploration of the strategies Indigenous women engage in resistance to colonialism with particular attention paid to women who root their resistance in traditional Indigenous philosophies, governance practices and ways of being.

**Note:** *Registration by permission of the department.*

**IGOV 575**  Units: **3.0**
Formerly: **580**
**Mentorship**
Mentorships provide students with counselling and advice to support their personal well-being, professional development and academic performance, and consist of regular one-on-one and small group meetings with their faculty supervisors throughout the academic year.

**Notes:** *- Registration open to IGOV MA students only.*

*- Credit will be granted for only one of 575, 580.*

**Corequisites:** *Registration in IGOV 575 will be concurrent with IGOV core courses in the student's first two semesters.*

**IGOV 590**  Units: **1.5**
**Directed Readings**
Individually structured reading or research seminars under the direction of a participating faculty member, allowing students to pursue their interests in topics related to Indigenous governance but not specifically covered in the seminars.

**Note:** *May not be taken more than once for credit.*

**IGOV 595**  Units: **1.5**
**Special Topics in Indigenous Governance**
Seminars focusing on issues of particular interest and relevance.

**Notes:** *- May be taken more than once for credit in different topics.*

*- Registration open to MA students or by permission of the department*

**IGOV 598**  Units: **4.5 or 6.0**
**Community Governance Project**
Graduate course in the Indigenous Governance program administered by the Faculty of Graduate Studies.

Projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in an Indigenous context. They also serve as a crucial function for affiliated communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's governance capacity.

Community governance project interns will work on a designated research or policy development project for the summer semester in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internship placement must be approved by the Director, and will typically involve ten hours of work per week in the community and the completion of a comprehensive report based on the internship experience.

**Note:** *Only students who entered the MA program prior to September 2009 need to register in the 6.0 unit section of IGOV 598 (requires permission of the department). Students who start their MA program on*

*or after September 2009 need to register in the 4.5 unit section of IGOV 598.*

**Prerequisites:** *Before registering in a Community Governance Project, a student must have completed all core courses (IGOV 520, 530, 540 and 550) as well as their elective.*

**Grading:** *INP, COM, N, F.*

**IGOV 599**  Units: **6.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

# INGH

## Indigenous Health Studies
**School of Public Health and Social Policy**
**Faculty of Human and Social Development**

**INGH 520**  Units: **1.5**
**Community Engagement and Leadership**
The concepts of respect, trust and cultural safety and their historical significance in engaging with Indigenous communities are explored. De-colonizing practices are emphasized through the exploration of relational practice and community capacity building as methods for effective engagement of community. Topics include the implications of recognizing the communal ownership of knowledge within Indigenous culture; the value of Indigenous knowledge and mentorship in the emergence of Indigenous health leaders are explored.

**INGH 521**  Units: **1.5**
**Indigenous Public Health and Social Policy**
Issues and practices associated with the governance of Indigenous Peoples' health through consideration of past, present and future experiences are explored. Students critically analyze health and social policy and the impact of colonization on the health of Indigenous Peoples. Governance for health is explored through an analysis of jurisdictional issues, existing health agreements and organizational structures. Students focus on the development of post-colonial models of policy and governance.

**INGH 522**  Units: **1.5**
**Indigenous Health Research Methodologies**
Topics include the value of being in relationship with community as a foundation for research; knowledge of indigenous life course determinants relevant to the health of Indigenous Peoples; ethical, legal and social issues related to research with Indigenous Peoples.

# INTD

## Interdisciplinary Program
**Faculty of Graduate Studies**

**INTD 580**  Units: **1.5-3.0**
**Directed Studies for INTD Master's Program**
**Note:** *May be taken more than once for credit in different topics.*

**INTD 599**  Units: **4.5-12.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

**INTD 680**  Units: **1.5-3.0**
**Directed Studies for INTD Doctoral Program**
**Note:** *May be taken more than once for credit provided course content differs.*

**INTD 693** Units: **3.0**
**PhD Candidacy Examination**
**Corequisites:** *INTD 699*
**Grading:** *INP, COM, N, F.*

**INTD 699** Units: **15.0-30.0**
**Dissertation**
**Pre- or corequisites:** *INTD 693*
**Grading:** *INP, COM, N, F.*

## ITAL

### Italian
**Department of Hispanic and Italian Studies**
**Faculty of Humanities**

**ITAL 503** Units: **1.5**
Also: **SPAN 503**
**Core Reading List Course II**
**Grading:** *INP, COM, N, F.*

**ITAL 505** Units: **1.5**
Also: **SPAN 505**
**Medieval Literature**

**ITAL 507** Units: **1.5**
Also: **SPAN 507**
**Renaissance and Baroque Literature**

**ITAL 590** Units: **1.5 or 3.0**
Also: **SPAN 590**
**Directed Studies**

## LAW

### Law
**Faculty of Law**

**LAW 501** Units: **1.5**
**Graduate Seminar in Law and Society**
A critical introduction to theoretical perspectives on Law and Society. Designed to expose students to a range of substantive issues in advanced legal research, as a foundation for the development of each student's thesis research.
**Note:** *Open only to Graduate students in Law.*

**LAW 502** Units: **1.5**
**Graduate Seminar in Applied Legal Methodology**
A review of methodological approaches to advanced legal research, particularly as applied to the diverse research interests of seminar participants. Intended to support each student's implementation of their 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.*

**LAW 599** Units: **9.0**
**LLM Thesis**
**Grading:** *INP, COM, N, F.*

**LAW 690** Units: **1.5-3.0**
**Directed Studies in Law**
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registering in this course.
**Note:** *May be taken more than once for credit in different topics. Pro Forma required.*

**LAW 693** Units: **3.0**
**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

### Linguistics
**Department of Linguistics**
**Faculty of Humanities**

**LING 500** Units: **1.5**
**Linguistic Field Methods**
An introduction to the methods of data analysis, organization, and collection required in the field situation. Language of consultant may vary from year to year. The department has a particular interest in North American Native Languages.

**LING 503** Units: **1.5**
**Syntactic Theory**
Recent developments in syntactic theory.

**LING 504** Units: **1.5**
**Current Issues in Morphology**
Recent developments in morphological theory.
**Note:** *May be taken more than once for credit to a maximum of 3 units.*

**LING 505** Units: **1.5**
**Phonological Theory**
A survey of the development of phonological theory, including such topics as phonological universals.

**LING 507** Units: **1.5**
**Semantics**
Recent developments in semantic theory.

**LING 508** Units: **1.5 or 3.0**
**Current Issues in Generative Grammar**
Selected topics reflecting ongoing work in generative theory.
**Note:** *May be taken more than once for credit.*
**Prerequisites:** *503 or equivalent.*

**LING 509** Units: **1.5**
**Sociolinguistics**
Selected topics in recent research related to language variation such as bilingualism, language and gender, language attitudes, social dialects. Each registrant will select a particular topic for individual research.

**LING 510** Units: **1.5-3.0**
**Current Issues in Phonology**
An examination of recent developments in phonological theory.
**Note:** *May be taken more than once for credit.*
**Prerequisites:** *505 or equivalent.*

**LING 517** Units: **1.5**
**Experimental Phonetics Laboratory**
Review of recent research in the phonetic and acoustic analysis of speech and in spoken language processing. A focus on experimental procedures designed to allow students to pursue individual topics in speech research.
**Note:** *May be taken more than once for credit to a maximum of 3 units.*

**LING 520** Units: **1.5-3.0**
**Pacific Rim Languages**
An overview of the structure of selected Indigenous languages spoken around the Pacific Rim.
**Note:** *May be taken more than once for credit to a maximum of 3 units.*

**LING 527** Units: **1.5**
**Topics in Historical and Comparative Linguistics**
Study of principles of historical and comparative linguistics.
**Note:** *May be taken more than once for credit to a maximum of 3 units.*

**LING 531** Units: **1.5**
**Community-Based Language Research in BC First Nations: A History**
An examination of the history of language research in BC First Nations communities and considerations for the future. The diversity of languages and of community approaches will be highlighted. Students will prepare in-depth studies of individual First Nations communities.

**LING 560** Units: **1.5**
Also: **ANTH 561**
**Linguistic Anthropology**
Selected topics in Linguistic Anthropology.
**Note:** *Credit will be granted for only one of 560, ANTH 560, ANTH 561.*

**LING 561** Units: **1.5**
**Topics in Chinese Linguistics**
Current issues in Chinese language and linguistics.

**LING 570** Units: **1.5-3.0**
Also: **PSYC 570**
**Psycholinguistics**
A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been word recognition and lexical access, sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

**LING 571** Units: **1.5 or 3.0**
Also: **PSYC 571**
**Developmental Psycholinguistics**
A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in

**COURSE LISTINGS**

children, including turn taking, questioning and answering, and politeness and negotiation in speech acts.

**LING 572**     Units: **1.5**
**The Structure of the Lexicon**
An introduction to the study of representations of lexical forms, specifically as they relate to psycholinguistic dimensions of the mental lexicon. Issues related to the structure of both the first and second language mental lexicons will be examined.

**LING 573**     Units: **1.5**
**Second Language Acquisition Theory and Research**
A survey and critical examination of the research on second language acquisition (SLA). Current issues and research findings related to the teaching and learning of second languages inside second language classrooms are also discussed.

**LING 574**     Units: **1.5**
**Seminar in Applied Linguistics**
A seminar on issues in applied linguistics, including an overview of second language learning and teaching principles, TESL/TEFL methodology, language situation contacts, and multilingualism. Each participant selects a topic area of individual interest to report to the seminar.

**LING 575**     Units: **1.5**
**Research Methods in Applied Linguistics**
Designed to assist graduate students in developing skills necessary to design and implement research in the field of second language (SL) acquisition and applied linguistics. Examines various methods for conducting research, types of research designs, and the steps involved in planning and executing SL research projects. Students also develop skills in reading and evaluating published research in second language acquisition and applied linguistics.

**LING 576**     Units: **1.5**
**Focus-on-Form and Corrective Feedback in Second Language Classrooms**
Explores the role of focus-on-form and corrective feedback in L2 classrooms. Through a combination of reading and critical analysis of research studies, examines the current theoretical perspectives and research findings on the various roles that form-focused interaction and corrective feedback play in second language development.

**LING 577**     Units: **1.5**
**Issues in Minority Language Maintenance**
An investigation of the issues surrounding minority language maintenance.

**LING 578**     Units: **3.0**
**Sociocultural Theory and Second Language Learning**
Designed to introduce graduate students to aspects of second language learning from the perspectives of sociocultural theory and cognitive development. Students will become familiar with key concepts and principles of sociocultural theory, such as mediation, activity theory, the genetic method, internalization, the zone of proximal development, private speech, and scaffolding; examine the growing body of research in language learning and teaching from this theoretical perspective; and consider its implications for language pedagogy.

**LING 580**     Units: **1.5 or 3.0**
**Linguistics Seminar**
The contents of this course will vary.

**Note:** *May be taken more than once for credit.*

**LING 586**     Units: **1.5**
**Sound Structures for Applied Linguistics**
An investigation of the relationship between sound structures (as understood through phonetic theory, phonological theory, speech analysis) and applied linguistics (especially pronunciation teaching and second language acquisition).

**Note:** *May be taken more than once for credit to a maximum of 3 units.*

**Prerequisites:** *A course in phonetics, phonology, or by permission of the department.*

**LING 590**     Units: **1.5 or 3.0**
**Directed Studies**
A course designed to enable students to pursue individual interests.

**Note:** *May be taken more than once for credit.*

**LING 591**     Units: **1.5**     Hours: **3-0**
**Labovian Variationist Sociolinguistics**
An examination of the foundations of language variation and change in the Labovian paradigm. Emphasis is placed on the study of phonological and grammatical features and their correlations with age, sex, ethnicity and other social variables.

**LING 595**     Units: **1.5**
**Studies in Language and Gender**
A study of the relationship between gender socialization and pragmatics of language use. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

**LING 596**     Units: **1.5**
**Cross-Cultural Communication**
An examination of pragmatic linguistic factors affecting communication between cultural groups. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

**LING 597**     Units: **0**
**Comprehensive Examination**
Students enrolled in the non-thesis option will be examined orally on at least two previous substantial research papers or their equivalent.

**Grading:** *INP, COM, N, F.*

**LING 598**     Units: **3.0**
**Major Research Paper**
A major research paper (40-45 pages) reporting independent research under the direction of a faculty member. Students meet in a seminar weekly with the course instructor to discuss research topics including research designs, data collection and analyses, reporting and presentation research results, and other research related issues.

**LING 599**     Units: **to be determined**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

**LING 690**     Units: **1.5 or 3.0**
**Individual Studies**
A research topic will be pursued in depth under the direction of the student's supervisor. Students are expected to write a research paper (or papers) and to present a colloquium based on their work.

**Note:** *May be taken more than once for credit to a maximum of 6 units.*

**LING 693**     Units: **3.0**
**Candidacy Examination**
The candidacy requirement must be satisfied within two years of registration in the doctoral program (see "Faculty Academic Regulations" on page 25). 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

## Mathematics
**Department of Mathematics and Statistics**
**Faculty of Science**

**MATH 510**     Units: **1.5**
**Abstract Algebra**

**MATH 511**     Units: **1.5**
**Topics in Matrix Theory and Linear Algebra**

**MATH 520**     Units: **1.5**
**Number Theory**

**MATH 522**     Units: **1.5**
**Combinatorics**
**Prerequisites:** *Permission of the department.*

**MATH 523**     Units: **1.5**
**Graph Theory**
**Prerequisites:** *Permission of the department.*

**MATH 529**     Units: **1.5**
**Topics in Discrete Mathematics**
**Note:** *May be taken more than once for credit in different topics with permission of the Chair of the department.*

**MATH 530**     Units: **1.5**
**Real Analysis**
Abstract measure and integration; product 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**
**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
### Peter B. Gustavson School of Business

*PhD program in International Management and Organization is found under the BUS course code.*

**MBA 500** Units: **4.5**
**Essentials of Business and Leadership**
An intensive (full-time) module that constitutes the first month of the MBA program for all Daytime and Evening students. Content includes accounting, writing and research skills; decision-making and case analysis; teamwork and presentations skills; a business simulation; guest speakers; and orientation and social activities.

**Note:** *Prerequisite to MBA Foundation module. Attendance and participation are mandatory.*

**MBA 501A** Units: **0**
**Integrative Management Exercise (IME)**
The first of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501A IME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IME exercise. This IME takes place on campus.

**Note:** *Attendance and participation are required. Registration in MBA 501A is for the domestic, "on campus" IME.*

**Grading:** *INP, COM, N, F.*

**MBA 501B** Units: **0**
**International Integrative Management Exercise (IIME)**
The second of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501B IIME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IIME exercise. This IIME takes place in an international setting.

**Note:** *Attendance and participation are required. Registration in MBA 501B is for the international, "off campus" IIME.*

**Grading:** *INP, COM, N, F.*

**MBA 502** Units: **0**
**Professional Development**
A course of sessions/activities, delivered throughout the Foundation of the MBA program, providing practical knowledge and practice in areas vital for professional success in the business world. Content includes: skills training; co-op and career preparation; mentor program and networking events; guest speakers; and IME (Integrative Management Exercise) prep/debriefing.

**Note:** *Students are required to register in this course for the duration of the Foundation module courses.*

**Grading:** *INP, COM, N, F.*

**MBA 510** Units: **1.5**
**Marketing Management**
Controllable and uncontrollable marketing variables that managers face in today's business environment. Topics include factors affecting consumer demand and methods of satisfying it, market structure, and product selection, distribution, promotion, pricing and market research. The course structure, exercises, projects and case problems are all designed to develop the students' ability to generate effective marketing strategies in the face of uncertainty.

**MBA 511** Units: **1.5**
**Services Marketing**
Intended for those students who are interested in working in service industries and addresses the distinct needs and problems of service organizations in the area of marketing. Topics include: the difference between marketing services versus manufacturing organizations; the marketing mix for service organizations; market research in services; managing demand in services; integrated services marketing communication; services pricing; and the overlap of marketing/operations/human resource systems in service organizations.

**Note:** *Not open for students with credit in the Service Management module courses previously offered under MBA 595.*

**Prerequisites:** *510.*

**Corequisites:** *Part of the Service Management Module and must be taken concurrently with 512 and 513.*

**MBA 512**   Units: **1.5**
**Quality Management and Service Operations**
Intended for 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 511 and 513.*

**MBA 513**   Units: **1.5**
**Issues in Service Technology and HR Management**
Intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the areas of human resource management and IT management. Topics include: e-service and the role of technology; customer relationship management (CRM); managing the organizational culture; impact of cultural differences on customer service; management and motivation of knowledge workers; customer self-service technology; and the service profit chain.

**Note:** *Not open to students with credit in the Service Management module courses previously offered under MBA 595.*

**Corequisites:** *Part of the Service Management Module and must be taken concurrently with 511 and 512.*

**MBA 514**   Units: **0.5**
**Business and Sustainability**
An introduction to the business challenges and opportunities arising from the world's growing social and ecological issues, including climate change, poverty and corporate corruption. Students are exposed to how companies across multiple sectors have chosen to respond - or not respond - to the call for sustainable social, ecological and economic value creation. Relevent 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**   Units: **1.0**
**Applied Managerial Economics**
Applies economic principles to the analysis of corporate problems. Topics include product, risk and business opportunity analysis, production costs and profit maximization, the determination of prices and output under different market structures, investment decisions, and economic forecasting.

**MBA 520**   Units: **1.5**
**Financial and Managerial Accounting**
The external analysis of corporate financial reports, focusing on the reconstruction of financial events from published accounting statements. Topics also include short term financial decisions, and discussion of the nature, analysis and control of costs, product costing, and the use of accounting information in management decisions.

**MBA 521**   Units: **1.5**
Also: **COM 410**
**Leadership Strategies**
An examination of leadership in a variety of environments: corporate, the military, and the public sector. Identifies the characteristics of a leader and instills an interest in and awareness of this vital organizational skill. Includes a review of leadership research from a historical perspective as well as current theory on transformational leadership. Experiential exercises, case studies and role playing techniques are employed to demonstrate leadership skills.

**Note:** *Credit will be granted for only one of 521, COM 410.*

**Prerequisites:** *Completion of the MBA Foundation module or permission of the Program Director.*

**MBA 522**   Units: **1.5**
Also: **COM 415**
**Business and the Internet**
Business is going global, and traditional markets are rapidly giving way to the electronic marketplace. Combines hands-on experience creating an Internet presence for an existing organization with seminar style classes and invited panels. Covers competitive advantages of electronic communications technologies; fundamentals of data communications; the technical elements of 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**   Units: **1.5**
Also: **COM 445**
**Corporate Finance**
Serves as a continuation of the introductory finance course to more advanced applications of the techniques, concepts, and tools of corporate finance. Main topics include short- and long-term financial management, cost of capital, capital structure, financial leverage, dividends policy, working capital management, leasing, mergers and acquisitions, and the use of derivatives for risk management.

**Note:** *Credit will be granted for only one of 524, COM 445.*

**Prerequisites:** *Completion of the MBA Foundation module or permission of the Program Director.*

**MBA 525**   Units: **1.5**
Also: **COM 446**
**Investments**
Covers the fundamental principles that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, information efficiency, asset pricing models, valuation and trading of stocks, bonds, options and futures.

**Note:** *Credit will be granted for only one of 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**   Units: **1.5**
Also: **MGB 519**
**International Logistics and Supply Chain Management**
Examines the issues involved in managing global supply chains and logistic flows. Topics are developed around the risks and opportunities of global sourcing. Topics include some of the following: designing and implementing global supply chains, foreign manufacturing, inventory management, coping with security concerns, outsourcing, service standards, transportation options and performance evaluation.

**Note:** *Credit will be granted for only one of 529, MGB 519.*

**Prerequisites:** *Completition of the MBA Foundation Module or permission of the Program Director.*

**Corequisites:** *Part of the International Business and Management module and must be taken concurrently with 571 and 572.*

**MBA 530**   Units: **1.5**
**Managerial Finance**
An introduction to corporate financial management. The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions. Main topics include discounted cash flow techniques, the valuation of financial assets, financial statement analysis, capital budgeting decisions, risk and return tradeoffs, diversification and portfolio theory, capital market efficiency, and the cost of capital to the firm.

**MBA 531**   Units: **1.5**
Also: **COM 425**
**Taxation for Managers**
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**   Units: **1.5**
**Operations Management**
An introduction to the concepts for managing the systems organizations use for producing goods and services. Topics include some of the following: operations strategy, capacity and technology planning, purchasing and materials management, workflow planning, scheduling, and quality management and control.

**MBA 540**   Units: **1.0**
**Applied Data Analysis and Decision Analysis**
A decision-oriented course that focuses on the frameworks, concepts, theories and principles needed to organize and use information to make informed business decisions. Cases, exercises, discussion questions and other pedagogical tools are used to help participants build data gathering and analysis skills. Topics include collecting, summarizing, organizing and extracting data; probability theory and risk in decision making; and One-Way Analysis of Variance and Regression Analysis.

**MBA 544**   Units: **1.0**
**Information Technology in the Organization**
An introduction to the capabilities and utilization of information technology (IT), information systems (IS), and networks. Different approaches using IT and IS will be covered to provide an understanding of how they can be used effectively in today's 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**   Units: **1.5**
**Strategic Analysis and Action**
Introduces the integrative nature of management. Explores the overall general management of the organization, and the formulation, development and implementation of the strategic direction of the firm. Intended to develop an appreciation of the role of a

general manager from a conceptual as well as an operational standpoint.

**MBA 553** Units: **1.5**
**Managing People and Organizations I**
Examines the behaviour of individuals, groups and organizations from an organizational design perspective. Topics include: the analysis of goals, environment structure and growth; teams, organizational culture, power, politics and conflict management; decision making, motivation, trust and leadership.

**MBA 555** Units: **1.0**
**Managing People and Organizations II**
Examines the issues in managing employees in organizations. Topics include recruitment and hiring, retention practices, performance review, compensation design, layoffs and selected employment and human rights legislation.

**MBA 558** Units: **1.5**
Also: **COM 403**
**Employment and Labour Law**
Examines the constitutional, legislative and common law rules that govern the employment relationship in both unionized and nonunion workplaces. Examines the entire employment relationship including pre-hire issues, employer/ee rights and obligations, termination of employment and post-termination obligations.

**Note:** *Credit will be granted for only one of 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 manufacture, delivery and marketing of goods and services, the creation and protection of confidential information and other intellectual property, and risks arising from employment and contractor relationships. Also reviews risk management strategies available under the law of tort and contract.

**MBA 561** 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 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.

**MBA 571** Units: **1.5**
Also: **MGB 512**
**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. Must be taken concurrently with 529, 572.

**Note:** *Credit will be granted for only one of 571, MGB 512.*

**Prerequisites:** *Completion of the MBA Foundation Module or permission of the Program Director.*

**Corequisites:** *529, 572.*

**MBA 572** Units: **1.5**
Also: **MGB 516**
**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 and Management module and must be taken concurrently with 529 and 571.*

**MBA 573** Units: **1.5**
**Managing People and Relationships in a Global Context**
An examination of the issues involved in managing subordinates and partners in an international context. Particular attention will be paid to how internationalization poses additional challenges to the development of human resources management prac-

tices and how cultural values affect interpersonal relationships.

**Prerequisites:** *555, 570.*

**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.*

# MECH

## Mechanical Engineering
**Department of Mechanical Engineering**
**Faculty of Engineering**

### MECH 501 Units: **1.5**
**Introduction to Continuum Mechanics**
Analysis of deformation, motion and stress in Cartesian coordinates. Thermodynamics of continua. Constitutive equations. Linear elasticity. Fluid flow. Special problems in linear elasticity and fluid mechanics.

### MECH 504 Units: **1.5**
**Mechanical Vibration**
Multi-mass linear systems; flexibility and stiffness matrices, natural frequencies, mode shapes and orthogonal properties, coupled and uncoupled system equations, solutions for damped or undamped response to arbitrary forcing and initial conditions. Linear continuous systems; wave equation problems and lateral beam vibration with classical boundary conditions. Effects of added mass or stiffness on frequencies and modes. Forced and transient response. Transfer matrix methods for lumped parameter systems and continuous systems; application to axial and torsional vibration of rods, shafts and beams with attached mass or stiffness. Non-linear vibration; basic methods for solution. Characteristic non-linear effects. Random vibration; elements of describing random response, Fourier transforms and frequency response functions.

### MECH 520 Units: **1.5**
**Computer-Aided Design CAD**
Basic elements of CAD and relevance to current industrial practice. Computational geometry for design and 3D geometry. Methods for curve and surface fitting. Input and output devices for computer graphics, passive as well as active. Representation of physical surfaces and computer aided drafting. Graphical programming languages. Development of interactive 3D computer graphics.

### MECH 521 Units: **1.5**
**Computer-Aided Manufacture (CAM)**
Introduction to manufacturing operations, features of numerically controlled machine tools and types of CNC programming. Manual part programming with G-codes; canned cycles, subprograms, custom macros; simulation program. CNC machining of curved surfaces with ball-mill and end-mill cutters; matching of tool and surface geometry. Curved surface machining strategies and case studies; reverse engineering of curved surface models.

**Note:** *Also a 3 hour laboratory requirement on alternate weeks.*

### MECH 524 Units: **1.5**
**Planning and Control of Advanced Manufacturing Systems**
Introduction to manufacturing and production systems with the basic taxonomy of manufacturing, types of production processes, components of a production system, and concept of production control. Production process planning covering the experience-based process planning, knowledge-based approach using decision tables and decision trees, process capability analysis, group technology, and Computer-Aided Process Planning. Topics of planning and control of production systems, including forecasting, inventory system, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

### MECH 528 Units: **1.5**
Formerly: **620**
**Analysis, Reasoning and Optimization in CAD and Concurrent Engineering**
Optimization: conventional engineering optimization methods, global optimization schemes, advanced search methods, and multiple objective optimization. Intelligent systems: knowledge representation and reasoning, expert systems, fuzzy reasoning system, artificial neural networks, and fuzzy-neural systems. A review on virtual prototyping techniques: parametric computer modelling and integrated model analysis through structure, dynamic, heat transfer and motion analysis using Pro/E System integration and applications in quantitative concurrent engineering.

**Note:** *Credit will be granted for only one of 528, 620.*

### MECH 531 Units: **1.5**
**Fluid Mechanics**
Governing principles; continuity, momentum, energy, stress, constitutive relations. Viscous incompressible flow; exact solutions of Navier-Stokes equations. Boundary-layer theory. Potential flow. Stability and turbulence.

### MECH 535 Units: **1.5**
**Computational Fluid Dynamics and Heat Transfer**
Methods of prediction and historical perspective. Governing differential equations. Finite difference and finite volume discretization. Schemes for steady and unsteady multidimensional heat conduction problems. Stability analysis and convergence. Control volume formulation for fluid flow. Schemes for convection dominated flows. The SIMPLE algorithm. Computation of turbulent flows; wall functions; turbulence modelling. The course will involve individual projects.

### MECH 536 Units: **1.5**
**Microfluidics**
Fundamentals of liquid flow, capillarity, two-phase flow, species transport, ionic transport, electroosmosis, electrophoresis and other electrokinetic phenomena in microstructures. Overview of experimental, computational and microfabrication methods. Applications to lab-on-chip processing and fuel cell technologies.

### MECH 537 Units: **1.5**
**Kinetic Theory and Microscale Flows**
Distribution function of gases and its moments, Boltzmann equation, conservation laws, H-Theorem (2nd law), BGK models, continuum limit; the laws of Navier-Stokes and Fourier (NSF), temperature jump and velocity slip, beyond NSF; higher order methods and moment equations, Knudsen layers. Applications to ideal gases, flow in micro channels, electrons, energy transfer in solids, etc.

### MECH 540 Units: **1.5**
**Transport Phenomena**
Fundamentals of thermomechanics; kinematics, motion, stress, thermodynamics, fundamental principles of thermomechanics. Constitutive equations; basic principles and axioms, linearization of constitutive equations, constitutive equations of special materials such as Newtonian fluids and binary mixtures. Field equations for binary fluid mixtures. Mass transport; diffusivity and mechanisms of mass transport, examples of concentration distributions in binary solids and fluids (laminar flow), examples from ternary systems.

### MECH 541 Units: **1.5**
**Advanced Thermodynamics**
Principles of classical thermodynamics; postulates, conditions of equilibrium, some relationships and simple systems, reversible process, Legendre transformations, extremum principles, Maxwell relations, stability, first-order phase transitions. Thermodynamics of irreversible processes. Fundamentals of statistical thermodynamics.

### MECH 542 Units: **1.5**
**Energy Systems and Exergy Analysis**
Macroscopic examination of energy systems, system architecture and evolution. Dynamics of energy systems. Characteristics and impacts of energy storage. Exergy balance and second law efficiency.

### MECH 543 Units: **1.5**
**Cryogenic Engineering**
Cryogenics: definition and applications. Properties at low temperatures. Refrigeration and liquefaction cycles - cascade, Linde, Claude; liquefaction of air, hydrogen and helium. Regenerative refrigeration cycles - Stirling, Gifford-McMahon cycles and their derivatives. Magnetic refrigeration, AMR processes; application to liquefaction.

### MECH 544 Units: **1.5**
**Renewable Energy**
Overview of major classes of renewable energy: solar photovoltaic, wind, biomass, hydro, solar thermal, tidal and wave. Examination of renewable energy from the perspective of; (1) extent, distribution and accessibility of the resource, (2) technologies for the conversion of the resource (3) current applications, and (4) prospects for future implementation.

### MECH 549 Units: **1.5**
**Fuel Cell Technology**
Overview of current fuel cell technology. Operating principles, fundamental thermodynamics and electrochemistry. Types of fuel cells and applications. Proton exchange membrane fuel cells; components; performance; testing. Micro fuel cells. High temperature fuel cells. Modelling of transport phenomena in fuel cells. Hydrogen production and storage. Fuel cell systems and ancillaries.

### MECH 550 Units: **1.5**
**Advanced Control Theory**
State-space representation of dynamics systems. Linear time-invariant systems. State-space realization of transfer functions and canonical forms. Controllability and observability. Design of state-space controllers, including pole-placement and optimal control. Linear observers. Kalman filters. Digital control systems.

### MECH 551 Units: **1.5**
**Advanced Kinematics of Manipulators**
The material covered includes: point and direction, and line and screw motion description; homogeneous, line and screw coordinate, and quaternion representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transforms; local and globally optimum solution of redundant rates; overdetermined and near degeneration solutions; multi-arm kinematics. Application to open, closed parallel and hybrid, simple and general structures is considered.

### MECH 555 Units: **1.5**
**Micro-ElectroMechanical Systems**
Principles of Micro-ElectroMechanical Systems (MEMS). Covers theory, design and fabrication. Topics include: scaling law principles, micro-mechanical structures for micro-sensing and micro-actuations, electrostatic devices, micro-thermal devices, piezore-

sistive devices, piezoelectric devices, micro-magnetic devices, micro-fluidics, micro-optics, microassembly and packaging. Case studies of actual MEMS devices, their operation and their micro-fabrication are discussed.

**MECH 559** Units: **1.5**
**Theoretical Kinematics**
Solution of nonlinear problems of kinematics involved in mechanism synthesis and manipulator solutions. Techniques including compatibility equations, 1/2 angle substitutions and eliminates. Applications including 4 and 5 precision point mechanism synthesis, and the inverse displacement solution of general serial layout and the forward displacement solution of parallel manipulators.

**MECH 561** Units: **1.5**
**Analytical Methods in Engineering**
Analytic functions and applications in fluid mechanics: multi-valued complex functions, analytic functions, Cauchy integral theorem, residues, singularities, conformal mapping and applications. Laplace transform and its applications to elementary problems in vibrations, wave propagation and heat transfer in solids. Fourier analysis and boundary value problems and applications in vibration, wave propagation, solid mechanics. Introduction to calculus of variation. Energy methods, and approximate methods in solid and fluid mechanics.

**MECH 563** Units: **1.5**
**Finite Element Analysis**
Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. Applications to problems of stress analysis, vibrations, heat transfer and fluid flow. Includes a number of projects encouraging students to use large-size finite element analysis programs. Should be of interest to mechanical and electrical engineers, as well as students from the departments of Computer Science and Mathematics.

**MECH 564** Units: **1.5**
**Advanced Finite Elements**
A continuation of Introduction to Finite Element models (420/563) that covers more advanced FEM applications to linear static problems in structural mechanics. In particular, axisymmetric solids, 3D solids, plates and shells, special elements and mesh generation. Emphasis will be given to modern formulations of high-performance finite elements, especially for plates and shells, as opposed to the classical displacement formulation covered in IFEM. Begins with an overview of variational formulations useful for FEM.

**MECH 565** Units: **1.5**
Formerly: **664**
**Nonlinear Finite Elements**
Geometric nonlinearities, applications to assessment of structural stability, nonlinear solution techniques and basic computer implementation issues. Survey of the state-of-the-art finite element methods in solid and structural mechanics with emphasis on nonlinear problems.
**Note:** *Credit will be granted for only one of 565, 664.*

**MECH 571** Units: **1.5**
**Fracture, Fatigue and Mechanical Reliability**
Linear elastic and elasto-plastic fracture mechanics. Classical fatigue analysis. Crack propagation. Low cycle fatigue. Reliability, durability and damage tolerance analysis. Stochastic processes and their application to reliability. Maintenance and inspection optimization. Industrially significant applications are highlighted.
**Prerequisites:** *320 or equivalent.*

**MECH 573** Units: **1.5**
**Ferrous and Non-Ferrous Metals**
The iron-carbon and iron-cementite phase diagrams; nucleation and growth of microstructural constituents; the martensite phase transformation; time-temperature-transformation (TTT) curves; properties affected by quenching, tempering and annealing; alloy additions; structural, high strength and specialty steels; welding; tool and stainless steels; cast irons; super alloys; metal matric composites.

**MECH 575** Units: **1.5**
**Engineering Ceramics**
Engineering ceramics: structure, properties and applications. Topics to be covered: historical significance of ceramics; definition of ceramics and glasses; structures of ceramics; glasses and glass ceramics; properties and applications of oxide and silicate ceramics; properties and applications of carbine, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

**MECH 577** Units: **1.5**
Formerly: **545**
**X-ray Analysis of Engineering Materials**
Topics include: X-ray sources. Absorption of X-rays and radiography. Scattering of X-rays by atoms, molecule and aggregates. Laue and Bragg equations. Single crystal orientation. Preferred orientation in wires and sheets. Lattice parameter measurements. Determination of grain size and residual stress. Search/match methods for component identification. Integrated intensity measurements and quantitative analysis of components. High temperature measurements for in situ examination of phase transformations. These techniques will also be demonstrated in laboratory classes.
**Note:** *Credit will be granted for only one of 577, 545.*

**MECH 580** Units: **1.5**
**Selected Topics in Mechanical Engineering**
**Note:** *May be taken more than once for credit in different topics.*

**MECH 590** Units: **1.5**
**Directed Studies**
A wide range of topics will be available.
**Note:** *Pro Forma is required.*

**MECH 595** Units: **1.5**
**Seminar**
Participation in a program of seminars by internal and external speakers on current research topics. All MASc students will be required to give a seminar on their thesis research during the second year of the program.
**Grading:** *INP, COM, 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.

**MECH 693** Units: **3.0**
**Candidacy Examination**
PhD students enrol in MECH 693 for the duration of their preparation for the candidacy examination. This begins at the time the PhD student first enrols in the PhD program and continues until the candidacy examination has been completed.
**Grading:** *INP, COM, N, F.*

**MECH 695** Units: **1.5**
**Seminar**
Participation in a program of seminars by internal and external speakers on current research topics. Normally, all PhD students are required to give two seminars on their thesis research within 16 months and 34 months of registration.
**Grading:** *INP, COM, N, F.*

**MECH 699** Units: **27.0**
**PhD Dissertation**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

## MGB

## Master of Global Business
### Peter B. Gustavson School of Business

**MGB 510** Units: **1.0**
**The North American Business Context**
Examines the socio-economic and legal factors that impact on 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).

**MGB 512** Units: **1.5**
Also: **MBA 571**
**International Financial Management**
An examination of international financial markets and the financial decision making of multinational firms. Topics include international monetary systems, exchange rate determination, foreign currency derivatives, risk management techniques, and investments, financing and operations in global markets.
**Note:** *Credit will be granted for only one of 512, MBA 571.*

**MGB 516** Units: **1.5**
Also: **MBA 572**
**International Marketing and Global Strategy**
An examination of the strategic challenges facing businesses in an international context, with a focus on marketing issues. Topics include the problems associated with controlling and coordinating activities in multiple markets, managing diverse markets, responding to consumer and competitor differences, understanding the impact of different institutional structures, and coping with market consolidation.
**Note:** *Credit will be granted for only one of 516, MBA 572.*

**MGB 519** Units: **1.0**
Also: **MBA 529**
**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, out-

sourcing, 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: **1.5**
**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 propare students for the MGB 596/8 Global Business Project.

**MGB 537**     Units: **1.0**
Formerly: **MGB 801**
**Global Internship**
Students must complete at least 300 hours of work with an organization that either (1) has an international component linking two or more of the MGB program's regions of study, or (2) is located in one of the program's regions, 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.*

**MGB 570**     Units: **2.0**
**Global Leadership and Cultural Intelligence**
An examination of the various dimensions of culture and cross-cultural leadership and management. Topics include how cultural intelligence and global mindset impact teamwork, conflict management, negotiations, motivation and overall leadership in international settings. Compares how people from the three regions of the MGB program modules (e.g., North America, Asia and Europe) are similar and how they differ along these dimensions, including the challenges resulting from these differences and how to resolve them.

**MGB 580**     Units: **1.0**
**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.

**MGB 581**     Units: **0.5**
**Language Skills II**
Further development of the language skills learned in 580.

**Prerequisites:** *580.*

**MGB 582**     Units: **0.5**
**Language Skills III**
Further development of the language skills learned in 581.

**Prerequisites:** *581.*

**MGB 596**     Units: **3.0**
**Global Business Consulting Report**
An individual or group consulting report. Participating students, working individually or in 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 written recommendations.

**Note:** *Credit will be granted for only one of 596, 598.*
**Grading:** *INP, COM, N, F.*

**MGB 597**     Units: **0**
**Comprehensive Examination**
A required element of the MGB program, to be taken normally within one month of the completion of all course work. The examination will cover all courses in the first three modules of the program.

**Prerequisites:** *Completion of all MGB courses except 570, 580, 582, 596 or 598, 801.*
**Grading:** *INP, COM, N, F.*

**MGB 598**     Units: **3.0**
**Global Business Research Report**
A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty adviser.

**Note:** *Students take only one of 596 or 598. Students choosing to take 598 will be required to take an additional Research Methods course of 1.5 units and should consult with their academic supervisor for this purpose.*
**Grading:** *INP, COM, N, F.*

## MICR

**Microbiology**
**Department of Biochemistry and Microbiology**
**Faculty of Science**

**MICR 520**     Units: **1.5**
**Microbial Genetics**
A consideration of recent advances in selected areas of microbial genetics.

**Prerequisites:** *302 or permission of the department.*

**MICR 525**     Units: **1.5**
**Topics in Microbiology**
Selected topics in microbiology as presented by members of the faculty.

**MICR 570**     Units: **1.0-3.0**
**Directed Studies in Microbiology**
A wide range of microbiological topics will be available for assignment. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.

**Note:** *May be taken more than once for credit in different topics. Pro Forma required.*

**MICR 599**   Units: **to be determined**
**MSc Thesis: Microbiology**
**Grading:** *INP, COM, N, F.*

**MICR 699**   Units: **to be determined**
**PhD Dissertation: Microbiology**
**Corequisites:** *BCMB 693.*
**Grading:** *INP, COM, N, F.*

## MRNE

**Marine Science**
**Department of Biology**
**Faculty of Science**

**MRNE 500**     Units: **1.0-6.0**
**Directed Studies**

**MRNE 501**     Units: **3.0**
**Special Topics**

**MRNE 502**     Units: **1.5**
**Special Topics**

## MUS

**Music**
**School of Music**
**Faculty of Fine Arts**

**MUS 500**     Units: **1.5**
**Selected Problems in Theory and Analysis**
**Note:** *May be taken more than once for credit at the discretion of the School.*

**MUS 501**     Units: **1.5**
**Seminar in Musical Notations**

**MUS 502**     Units: **1.5**
**Musical Aesthetics and the Theory of Criticism**

**MUS 503**     Units: **1.5**
**Introduction to Graduate Study and Music Bibliography**
**Note:** *All students in musicology must register for this course in their first term of graduate study.*

**MUS 504**     Units: **1.5**
**Seminar in Performance Practices**
**Note:** *May be taken more than once for credit at the discretion of the School.*

**MUS 506A**     Units: **1.5**
**Advanced Recording Techniques**
Advanced study to the theory and practice of recording audio technology, studio techniques and procedures. Study to include: advanced stereo microphone techniques, introduction to surround sound, high resolution formats including SACD, DVD-A, DSD, electroacoustic measurements and multi-track recording and theory. Practical work includes recording sessions, mixing and producing.

**MUS 506B**     Units: **1.5**
**Sound Recording Seminar**
Advanced study of sound recording and music production techniques using the production of a full length CD or DVD as a model. Topics will include techniques in audio post-production and editing with advanced equipment, music production, location recording, and readings of current research and technical papers. Requires the completion of a full length CD or DVD project.

**Prerequisites:** *506A or permission of the School.*

**MUS 507**     Units: **3.0**
**Computer Music Seminar**

**MUS 508**     Units: **1.5**
Formerly: **506**
**Musical Acoustics**
The physics of musical sound and the acoustics of musical instruments. Timbre, scales, tuning and temperament. An introduction to psychoacoustical issues.

**Note:** *Credit will be granted for only one of 508, 506.*

**MUS 530**     Units: **1.5**
**Topics in Musicology Before 1750**
**Note:** *May be taken more than once for credit in different topics.*

**MUS 531**     Units: **1.5**
**Topics in Musicology After 1750**
**Note:** *May be taken more than once for credit in different topics.*

**MUS 532**     Units: **1.5**
**Comparative Topics in Musicology**
**Note:** *May be taken more than once for credit in different topics.*

**MUS 533**     Units: **1.5**
**Graduate Forum in Musicology**
Develops skills in professional activities in the field of musicology, including delivering an in-house conference paper, serving as a respondent to a peer paper, and editing or publishing an article in *Musicological Explorations*. Provides a forum for Major program requirements leading up to the first year review.

**MUS 534**     Units: **1.5**
**Advanced Research Forum in Musicology**
Core seminar in advanced research skills for second-year degree candidates in Musicology that provides an interactive forum for completion of major program requirements. Students conduct research in diverse areas of inquiry in musicology and gain professional experience through the preparation of a conference presentation. Candidates for the MA complete their Comprehensive Examinations and a formal Thesis Proposal, while PhD candidates complete their formal proposal for the Comprehensive Examinations in the context of the Forum.

**Prerequisites:** *533.*

**Grading:** *INC, COM, N, F.*

**MUS 540**     Units: **0.5 or 1.0**
**Individual Tuition**
Lessons in instrument or voice.

**Note:** *Approval of the student's Supervisory Committee and permission of the School are required. May be taken more than once for credit at the discretion of the School.*

**MUS 545**     Units: **4.0**
**Major Instrument Study**
Individual tuition, integrated performance seminar and master class.

**Note:** *For MMus candidates in performance only. May be taken more than once for credit at the discretion of the School.*

**MUS 555**     Units: **3.0**
**Individual Tuition in Composition**
**Note:** *May be taken more than once for credit at the discretion of the School.*

**MUS 561**     Units: **1.5**
**Seminar in Composition**
Seminar in Composition, taken each year.

**Note:** *May be taken more than once for credit.*

**MUS 562A**     Units: **1.5**
**Seminar in Performance of New Music**
This seminar/workshop provides intensive professional training for performers who work together with composers in the creation, performance, and production of new music. Graduate performers will prepare new works composed specifically for them by the composers registered simultaneously in 562B. Training in contemporary notation and performance practices, extended techniques, instrumentation, analysis, conducting techniques, communication skills, and concert production. The final project will be a festival.

**MUS 562B**     Units: **1.5**
**Seminar in Contemporary Composition and Performance**
This seminar/workshop provides intensive professional training for composers who work together with performers in the creation and production of new music. Composers will create new works designed for small mixed ensembles of performers registered simultaneously in 562A, and work with them to prepare the works for performance. Training in contemporary notation and performance practices, analysis, instrumentation, communication skills, and concert production. The final project will be a festival.

**MUS 580**     Units: **1.0**
**Ensembles**
MMus candidates in Performance will normally register for both this course and 581 in each year of study. MA candidates in Musicology (with Performance) will normally select one of 580 or 581 each year, as determined in consultation with the supervisor.

**Grading:** *INC, COM, N, F.*

**MUS 581**     Units: **1.0**
**Chamber Music**
MMus candidates in Performance will normally register for both this course and 580 in each year of study. MA candidates in Musicology (with Performance) will normally select one of 580 or 581 each year, as determined in consultation with the supervisor.

**MUS 588**     Units: **1.0**
**MMus Practicum**
Recital for performance candidates 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.*

**MUS 596**     Units: **1.5**
**Lecture-Recital**
A lecture-recital of substantial duration, its topic likely related to the student's thesis. For students in the MA program in Musicology with Performance.

**Grading:** *INP, COM, N, F.*

**MUS 598A**     Units: **1.5**
**MMus Practicum**
Degree recital required for performance candidates in final year.

**Grading:** *INP, COM, N, F.*

**MUS 598B**     Units: **3.0**
**MMus Graduating Compositions**
**Grading:** *INP, INC, COM, F.*

**MUS 599**     Units: **3.0**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

**MUS 689**     Units: **1.5**
**Dissertation Proposal**
For candidates for the PhD in Musicology.

**Grading:** *INP, COM, N, F.*

**MUS 690**     Units: **1.5 or 3.0**
**Directed Studies**
**Note:** *May be taken more than once for credit 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 enrols in the PhD program and continues until candidacy requirements have been completed.

**Grading:** *INP, COM, N, F.*

**MUS 699**     Units: **to be determined**
**PhD Dissertation**
**Note:** *Credit to be determined.*

**Prerequisites:** *693*

**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 Analysis of Discourses in Nursing and Nursing Education**
Students identify and critique ideologies and discourses relevant to teaching and learning.

**Note:** *Credit will be granted for only one of 571, NURA 531.*

**Prerequisites:** *570.*

**NUED 572** Units: **1.5**
Formerly: **NURA 532**
**Critical Examination of Education Processes in Nursing Education**
Provides the opportunity for students to examine a variety of current topics in Nursing Education, including curriculum design, program and course development, and creative options for classroom and online teaching. Students will identify their personal vision of self as teacher and use that vision in designing instructional materials.

**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**
Furthers students' integration of 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**
Furthers students' integration of 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, 573.*

**Grading:** *INC, COM, N, F.*

**NUED 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 related to the nurse educator focus. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as nurse educators. The project is an alternative to the Thesis Option (NUED 599). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Note:** *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.*

**NUED 599** Units: **6.0**
**Thesis**
Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Project Option (NUED 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** *INP, COM, N, F.*

# NUHI

## Nursing and Health Information Science
### School of Nursing
### Faculty of Human and Social Development

*Specifically for Double Degrees MN option in Nursing and Health Information Science.*

*All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.*

*Courses offered by the School of Nursing are also found under the following course codes: NUED, NUNP, NURA, NURP, and NURS .*

**NUHI 599** Units: **6.0**
**Thesis**
Students working independently, with faculty guidance from both Nursing and Health Information Science, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** *INP, COM, N, F.*

# NUNP

## Nursing, Advanced Practice: Nurse Practitioner Option
### School of Nursing
### Faculty of Human and Social Development

*All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.*

*Courses offered by the School of Nursing are also found under the following course codes: NUHI, NUED, NURA, NURP and NURS.*

**NUNP 531** Units: **1.5**
**Applied Pathophysiology**
Provides students with the advanced knowledge of pathophysiology required to understand, diagnose and treat health and illness in primary health care contexts. Includes an overview of individual and family growth and development as well as the epidemiology of health and disease across the lifespan. Students will learn about the etiology, signs and symptoms, assessment and treatment of common acute/episodic health conditions, diseases or disorders and chronic illnesses prevalent across the lifespan.

**NUNP 532** Units: **1.5**
**Pharmacological Interventions in Health and Illness**
An opportunity for students to gain advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students will learn about evidence informed practice in the selection, prescription and monitoring of drugs to treat diseases, disorders or conditions and injuries. By the end of the course they should know how to select drug therapy based on knowledge of pharmacology, drug interactions, client health history and client disease, disorder or condition. Students will be prepared to write prescriptions that meet both provincial and federal standards and legislative requirements, including responsibilities relevant to prescription and management of controlled substances. Further, students will examine the effects of the marketing practices of pharmaceutical companies on prescribing practices and explore the ethics and implications for practice as a family nurse practitioner.

**NUNP 537** Units: **1.5**
**Family Nurse Practitioner Internship**
Designed to assist students in integrating and consolidating their practice as family nurse practitioners. Also designed to ensure that students are prepared to meet the regulatory requirements to achieve a Family NP designation. The main focus will be on students engagement of 200 hours of direct practice under the guidance of a faculty instructor and practice mentor(s). In addition to integrating and consolidating the theory and practice they have developed in NUNP 543/544, 545/546 and 547/548 students will increasingly take on leadership roles. This will include addressing gaps in needed health services, promoting continuity of health care and fostering prevention and health promotion programs. Students will draw on their knowledge about the health impact of community or population transitions as well as their knowledge of individual and family experiences in providing such leadership. There will be a required onsite component in this course.

**Grading:** *INP, COM, N, F.*

**NUNP 540** Units: **1.5**
**Advanced Assessment and Diagnostic Reasoning Theory**
The theoretical knowledge, judgment, skills, and abilities required by advanced practice nurses, specifically nurse practitioners, to assess individuals across the lifespan, families, and communities. Includes comprehensive and holistic health assessments that integrates the psychosocial, emotional, ethnic, cultural, and spiritual dimensions of health, health promotion and disease prevention, and diagnostic reasoning. Integration of an advanced practice nursing perspective will help students critique various approaches to assessment of health and illness.

**Notes:** *- Credit will be granted for only one of 533, 540.*

*- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite course they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532 upon enrolment in 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in 540.*

**Prerequisites:** *531, 532.*

**Corequisites:** *541 Advanced Assessment and Diagnostic Reasoning Practice must be taken concurrently with 540.*

**NUNP 541** Units: **1.5**
**Advanced Assessment and Diagnostic Reasoning Practice**
An opportunity for 150 hours of practice experience through the application of theoretical knowledge required by advanced practice nurses, specifically nurse practitioners, to assess individuals across the lifespan, families, and communities. The focus is on the development of students' knowledge, judgment and skills related to the application of core nurse practitioner (NP) competencies of health assessment, health promotion and disease prevention and

professional roles and responsibilities. There will be a required onsite component in this course.

**Notes:** - *Credit will be granted for only one of 533, 541.*

- *A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite course they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532 upon enrolment in 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in 540/541.*

**Prerequisites:** *531, 532.*

**Corequisites:** *540 Advanced Assessment and Diagnostic Reasoning Theory must be taken concurrently with 541.*

**Grading:** *INC, COM, N, F.*

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### NUNP 543     Units: **1.5**
### Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult I)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse young to middle-aged adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, and illness prevention are explored within the community context. Students will receive a letter grade upon completion.

**Notes:** - *Credit will be granted for only one of 543, 534, 550.*

- *A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540 and 541 upon enrolment in 543/544 if 12 months or more have lapsed between completing 543/544.*

**Prerequisites:** *531, 532, 540, 541.*

**Corequisites:** *544 Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) must be taken concurrently with 543.*

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### NUNP 544     Units: **1.5**
### Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult I)

An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives gleaned from 543 as well as from core courses within the program is sought. There will be a required onsite component to this course. Upon completion of the practice component, students will receive a pass/fail grade.

**Notes:** - *Credit will be granted for only one of 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.*

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### NUNP 545     Units: **1.5**
### Integrated Primary Health Care and Advanced Practice Nursing: II (Theory) (Childbearing/rearing Families and Children)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse childrearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention are explored within the community context. After completion of the theory component, students will receive a letter grade.

**Notes:** - *Credit will be granted for only one of 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.*

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### 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 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.*

**Prerequisites:** *531, 532, 540, 541, 543, 544.*

**Corequisites:** *545 Integrated Primary Health Care and Advanced Practice Nursing: II (Theory) must be taken concurrently with 546.*

**Grading:** *INC, COM, N, F.*

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### NUNP 547     Units: **1.5**
### Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) (Adult II)

Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases,

and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse older adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, illness prevention, chronic disease management, and end of life care are explored within the community context. Upon completion of the theory component, students will receive a letter grade.

**Notes:** - *Credit will be granted for only one of 547, 534, 550.*

- *A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543, and 544 upon enrolment in 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.*

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### NUNP 548     Units: **1.5**
### Integrated Primary Health Care and Advanced Practice Nursing: III (Practice) (Adult II)

An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical and methodological perspectives gleaned from 547 as well as from core courses within the program is sought. There will be a required onsite component to this course. At the completion of the practice component, students will receive a pass/fail grade.

**Notes:** - *Credit will be granted for only one of 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:** *547 Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) must be taken concurrently with 548.*

**Grading:** *INC, COM, N, F.*

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### NUNP 597     Units: **1.5**
### Evaluation Project

An opportunity, under the supervision of a faculty member, for students to develop a plan for evaluating some aspect of nursing practice, a program or a service. They will draw on their learning throughout the program regulations. Students may be required to register in this course over two (2) consecutive semesters in the program. Evaluation will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** *INP, COM, N, F.*

**COURSE LISTINGS**

# NURA

## Nursing, Advanced Practice: Nurse Leadership Option
**School of Nursing**
**Faculty of Human and Social Development**

*All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.*

*Courses offered by the School of Nursing are also found under the following course codes: NUHI, NUED, NUNP, NURP and NURS.*

### NURA 503     Units: **1.5**
**Qualitative Approaches to Research in Nursing**
Nursing phenomena are considered through a range of qualitative research approaches. Central to this process is an exploration of interrelationships between and among philosophical tenets and the construction of research questions, selection of methods, and theoretical influences on data interpretation and analysis for a range of qualitative approaches to research.

**Prerequisites:** *NURS 508 or permission of the department*

### NURA 504     Units: **1.5**
**Phenomenological and Hermeneutic Approaches to Inquiry**
An opportunity to explore assumptions and values underlying selected approaches to interpretive inquiry: hermeneutics and phenomenology. Focuses on the philosophical and methodological underpinnings of interpretive thinking/practice/research through readings/conversation of interpretive texts. The practice of developing interpretive writing/thinking is an important part of this process. Students will participate in a project that provides an experience for the generation and interpretation of text, related to their area of practice/research interest.

**Prerequisites:** *NURS 508 or permission of the department.*

### NURA 509     Units: **1.5**
**Health Program Evaluation: Theory and Practice**
Theoretical perspectives on evaluation and application of principles, concepts and strategies for evaluating nursing care and health programs and services in a range of healthcare and community settings.

**Prerequisites:** *NURS 508 or permission of the department.*

### NURA 510     Units: **1.5**
**Applied Statistics in Nursing**
Students will develop familiarity with advanced statistical methods as they are applied to nursing and health care. These will include multiple linear regression, factor analysis, and multivariate analysis of variance. Students will have the opportunity to use statistical software packages such as SPSS. A brief introduction to structural equation modelling and psychometric methods may be offered.

**Prerequisites:** *NURS 508 or permission of the department.*

### NURA 514     Units: **1.5**
**Nursing Ethics for Leadership and Practice**
Through the examination of empirical and theoretical work on current and future issues in health care ethics, students will develop expertise and strategies to deal with ethical problems in health care and in nursing. Furthermore, they will critically examine the relationship of health care ethics to social and health policy, as well as the implications for health care system change.

### NURA 516     Units: **1.5**
**Leadership in Advanced Practice Nursing I: Nursing Leadership**
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.*

### NURA 517     Units: **1.5**
**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 explore how these competencies influence their development as an Advanced Practice Nurse. In collaboration with a field guide, students will engage in a minimum of 104 practice hours; developing a personalized learning plan and using technology to support and document their progress.

**Pre- or corequisites:** *516 and 519*

**Grading:** *INC, COM, N, F.*

### NURA 518     Units: **3.0**
**Nursing Praxis II: 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 explore how these competencies influence their development as an Advanced Practice Nurse. In collaboration with a field guide, students will engage in a minimum of 208 practice hours developing a personalized learning plan and using technology to support and document their progress.

**Pre- or corequisites:** *517, NURS 508*

**Grading:** *INC, COM, N, F.*

### NURA 519     Units: **1.5**
**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.*

### NURA 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:** *NURS 508 or permission of the department*

### NURA 598     Units: **3.0**
**Practice Project**
Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as advanced practice nurses. The project is an alternative to the Thesis Option (NURA 599). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Notes:** *- Credit will be granted for only one of 598, 597.*

*- The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.*

### NURA 599     Units: **6.0**
**Thesis**
Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Practice Project (NURA 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** *INP, COM, N, F.*

# NURP

## Nursing Policy and Practice
**School of Nursing**
**Faculty of Human and Social Development**

*All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.*

*Courses offered by the School of Nursing are also found under the following course codes: NUHI, NUED, NURA, NUNP and NURS.*

### NURP 598     Units: **3.0**
**Formerly: 597**
**Practice Project**
Designed for students not completing the Thesis Option (NURP 599). Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as a leader in nursing. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Notes:** *- Credit will be granted for only one of 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     Units: **6.0**
**Thesis**
An alternative to the Practice Project (NURP 598). Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the stu-

dent's supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** *INP, COM, N, F.*

# NURS

## Nursing
### School of Nursing
### Faculty of Human and Social Development

*All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.*

*Courses offered by the School of Nursing are also found under the following course codes: NUED, NUHI, NUNP, NURA, and NURP.*

### NURS 506          Units: **1.5**
### Philosophical Knowledge and Advanced Practice Nursing
Explores philosophical discourses in the study of nursing. Particular emphasis is placed on contemporary debates with a view to conceptual clarification. Introduces a philosophical framework that includes ontological, epistemological and ethical approaches to critique and extend knowledge of/for advanced practice nursing throughout the curriculum.

**Note:** *Credit will be granted for only one of 506, NURA 511, 512.*

### NURS 507          Units: **1.5**
### Theoretical Knowledge and Advanced Practice Nursing
Examines and critiques how theories inform and shape nursing and advanced practice nursing. Students will explore theories of nursing and theories influencing nursing guided by a philosophical framework that includes ontological, epistemological and ethical approaches.

**Note:** *Credit will be granted for only one of 507, NURA 512, 513.*

**Prerequisites:** *506.*

### NURS 508          Units: **1.5**
### Methodological Knowledge and Advanced Practice Nursing
Explores a variety of approaches to research guided by a philosophical framework that includes ontology, epistemology and ethics. Emphasis will be placed on developing student's abilities to critically appraise and synthesize research studies with a view to clarity, consistency and coherence.

**Note:** *Credit will be granted for only one of 508, NURA 515.*

**Prerequisites:** *506.*

### NURS 565          Units: **0.5**
### Trends and Issues in Advanced Practice Nursing 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 the evolution of APN in Canada, issues related to how advanced practice nursing is defined and competencies of APN internationally, nationally and locally.

**Grading:** *INC, COM, N, F.*

### NURS 566          Units: **0.5**
### Trends and Issues in Advanced Practice Nursing II
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses health policy and issues related to APN.

**Prerequisites:** *565.*

**Grading:** *INC, COM, N, F.*

### NURS 567          Units: **0.5**
### Trends and Issues in Advanced Practice Nursing III
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses professional, ethical and legal issues related to APN.

**Prerequisites:** *565, 566.*

**Grading:** *INC, COM, N, F.*

### NURS 590          Units: **1.5 or 3.0**
### Directed Studies
An opportunity for students to develop individual studies at the graduate level (e.g., directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member and must be approved by the graduate adviser prior to registering in this course.

**Note:** *May be taken more than once in different topics for credit in the Nursing graduate programs with prior permission of the Graduate Supervisor and Nursing Advising.*

### NURS 593          Units: **1.5**
### Thesis/Project Seminar
Prepares students to select either a project or thesis option in their program and to finalize membership on the supervisory committee. Students will explore options for research and begin work on the project or thesis proposal.

**Grading:** *INC, COM, N, F.*

### NURS 601          Units: **1.5**
### Philosophy in Nursing
Explores the range of philosophical schools of thought and traditions that have influenced the development of the discipline of Nursing. Prepares students to participate in and contribute to knowledge development that will shape the evolution of the discipline.

### NURS 602          Units: **1.5**
### Epistemological Discourses in the Study of Nursing
Explores the current state of theorizing that underpins nursing's disciplinary and knowledge claims.

**Pre- or corequisites:** *601 or permission of the department.*

### NURS 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
Explores assumptions and claims underlying quantitative methodologies that inform research in professional nursing practice and health care.

**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 may be taken in a specific faculty member's research program, and may be taken over one term or several terms. They provide an opportunity to supplement learned research skills with hands-on experience in designing and carrying out research, e.g., conception, methods design, applying for funding, obtaining ethical approvals, accessing the field, data collection, analysis, writing, and various dissemination strategies.

**Grading:** *INP, COM, N, F.*

### NURS 621          Units: **1.5**
### Doctoral Seminar
Opportunities to engage in dialogue about the contribution of doctoral education to the academic discipline and professional practice of nursing.

**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 680          Units: **1.5-4.5**
### Special Topics in Research Methods
Based on student demand, courses on the following focused topics will be organized for individuals or groups of students: issues of measurement, evaluation research, grounded theory, ethnography, hermeneutics and phenomenology, discourse analysis, historical analysis, instrument development and testing and participatory action research. Courses will be available to small groups of interested students by faculty members and visiting faculty.

**Note:** *Students will be required to take 1.5 units of 680 course work and can, with permission of their program supervisor, enrol in as many as 4.5 units of 680 course work.*

### NURS 690          Units: **1.5 or 3.0**
### Directed Studies
Provides opportunities for students to develop individual studies at the doctoral level (e.g., directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member

and must be approved by the graduate adviser prior to registering in this course.

**NURS 693**  Units: **3.0**
**Candidacy Examination**
Students enrol in NURS 693 to prepare for their candidacy examination. Students are expected to work with their supervisory committees to generate a reading list and review these readings in preparation for the candidacy process. Must be completed prior to registration in NURS 699.

**Grading:** *INP, COM, N, F.*

**NURS 699**  Units: **30.0**
**Dissertation**
All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

**Prerequisites:** *693.*

**Grading:** *INP, COM, N, F.*

# PAAS

## Pacific and Asian Studies
### Department of Pacific and Asian Studies
### Faculty of Humanities

**PAAS 500**  Units: **1.5**
**Theories of Pacific Region Societies**
Offers a critical review of contemporary social theory pertinent to the study of Pacific and Asian societies. Drawing on various scholarly approaches from the fields of sociology, anthropology, political science and history, readings will address the institutions, mechanisms and values involved in social, cultural and political transformations. Focuses on current theory about the nature and scope of globalization, commodification, or modernization, with particular emphasis on the effect of these on local social and cultural practice.

**PAAS 501**  Units: **1.5**
**Cultural, Linguistic and Literary Theories in Asia-Pacific Studies**
Offers a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches of Marxism, post-structuralism, semiotics, feminist psychoanalysis, and critical art history, readings will address the often implicit meanings and conceptual boundaries encoded in cultural and artistic products. Explores the consequences of modernization and global vs. local realms, with a focus on the disturbances and complexities they generate in the subjective realm, where they often form the basis of creative expressions.

**PAAS 520**  Units: **1.5**
**Special Topics in Pacific Studies**
Focuses on an area of faculty specialization. The topic will vary but may include one of the following: migration studies; state and civil society; the politics of culture; global and local relations; and gender and ethnic identity.

**PAAS 521**  Units: **1.5**
**Special Topics in Asia-Pacific Literature, Linguistics and Culture**
Focuses on an area of faculty specialization. The topic will vary but may include one of the following: theatre studies; postcolonial literature; linguistics;

popular culture; cinema studies; and critical assessments of the works of individual authors and artists.

**PAAS 550**  Units: **1.5**
**Research Methodologies**
Required of all graduate students. We will work through the mechanics of designing a thesis, from initial conceptualization through to methodologies and analysis. Students will design a full thesis proposal and participate in a mock defense.

**PAAS 580**  Units: **1.5**
**Advanced Readings in Japanese, Chinese or Indonesian**
Critical reading and analysis of advanced works in the original language.

**PAAS 590**  Units: **1.5**
**Directed Studies**
A directed readings course, to be taken with the thesis supervisor, which will allow students to develop in-depth understanding of their topic/area of specialization.

**Note:** *May be taken more than once for credit in different topics to a maximum of 3 units.*

**PAAS 599**  Units: **6.0-9.0**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

# PHIL

## Philosophy
### Department of Philosophy
### Faculty of Humanities

**PHIL 500**  Units: **1.5 or 3.0**
**Topics in Philosophy**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 510**  Units: **1.5 or 3.0**
**Topics in Cognitive Science**
A study of the basic assumptions and methodologies of cognitive approaches to the modelling of mind. Standard topics include such things as psychofunctionalism, classical models of artificial intelligence, psychosemantics, the qualia problem and belief-desire psychology.

**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 511**  Units: **1.5 or 3.0**
**Topics in the History of Philosophy**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 514**  Units: **1.5 or 3.0**
**Topics in Cognitivist Philosophies of Mind**
Emphasizes cognitivist theories of consciousness and meaning (intentionality).

**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 515**  Units: **1.5 or 3.0**
**Topics in Contemporary European Philosophy**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 520**  Units: **1.5 or 3.0**
**History and Philosophy of Science**
Studies turning points in the history of science with particular attention to the conceptual issues underlying scientific theory and practice.

**PHIL 521**  Units: **1.5 or 3.0**
**Topics in Philosophy of Science**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 530**  Units: **1.5 or 3.0**
**Topics in Classical Logic**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 531**  Units: **1.5 or 3.0**
**Topics in Non-Classical Logic**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 532**  Units: **1.5 or 3.0**
**Topics in Inductive Logic**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 533**  Units: **1.5 or 3.0**
**Topics in Applied Philosophy**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 534**  Units: **1.5 or 3.0**
**Topics in Ethics**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 535**  Units: **1.5 or 3.0**
**Topics in Social and Political Philosophy**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 541**  Units: **1.5 or 3.0**
**Topics in Aesthetics**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 551**  Units: **1.5 or 3.0**
**Topics in Epistemology and Metaphysics**
**Note:** *May be taken more than once for credit in different topics with approval of the department.*

**PHIL 561**  Units: **1.5 or 3.0**
**Topics in Philosophy of Language**
**Note:** *May be taken more than once for credit in different topics with 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

## Public Health and Social Policy
### School of Public Health and Social Policy
### Faculty of Human and Social Development

**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 Strategies**
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 508**       Units: **1.5**
**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.

**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**
**Foundations 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 the embodiment of social justice as ethical nursing practice.

**PHSP 542**       Units: **1.5**
**Advanced Public Health Nursing Practice**
Focuses on leadership and the conceptualization and application of advanced practice in public health nursing. Students engage in a critical analysis of advanced practice nursing as it relates to public health in Canadian and comparative contexts. Professional issues and advanced practice strategies are explored.

**PHSP 550**       Units: **1.5**
**Critical Perspectives in Social Policy and Public Health**
Informed by values of social justice, equity and diversity, focuses on a range of theoretical and practical perspectives that critically assess social policy and practice and public health issues in Canada in historical, contemporary and comparative contexts.

**PHSP 551**       Units: **1.5**
**Social Determinants and Healthy Public Policy**
Addresses how social determinants of health and well-being, including existing patterns of cultural, economic and political relations and resources, impact public policies and practices; and, in turn, how healthy public policy can positively affect social environments and determinants in Canadian communities and society.

**PHSP 552**       Units: **1.5**
**Healthy Public Policy Strategies**
Examines an assortment of public health approaches, including policy techniques and plans relating to health promotion, policy analysis and advocacy, capacity building, forming partnerships and collaborations, and strengthening communities. Also considers the importance of healthy public policies for various groups facing health disparities.

**PHSP 589**       Units: **3.0**
**Practicum**
All MPH students are required to complete a 450 hour practicum. This planned, supervised and evaluated experience will usually be completed at the end of the student's program of study.

**Grading:** *INP, COM, N, F.*

**PHSP 590**       Units: **1.5-4.5**
Comprises individual studies involving directed readings, projects or special studies under the direction of a faculty member. A proposal is developed in consultation with a faculty member and includes a plan for the evaluation of the student's work. The proposal must be approved by the Director or Program Manager before students are allowed to register.

**Note:** *May be taken more than once in different topics for credit in the graduate program with prior permission of Advisor, to a maximum of 4.5 units.*

**PHSP 591**       Units: **1.5**
**Special Topics in Public Health Studies**
This is a variable content course focusing on specific interests of students and faculty members in the School of Public Health and Social Policy.

**Note:** *May be taken more than once in different topics for credit in the graduate program with prior permission of Advisor.*

**PHSP 597**       Units: **3.0**
**Practicum**
All MPH students are required to complete a 450 hour practicum. This planned, supervised and evaluated experience will usually be completed at the end of the student's program of study.

**Grading:** *INP, COM, N, F.*

**PHSP 598**   Units: **3.0**
**Culminating Project**
As a culmination of the practice experience students are required to complete a project that synthesizes and integrates coursework and other learning experiences in preparation for professional public health practice.

**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**

**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 representa-

tions, spontaneous symmetry breaking, Goldstone's theorem and the Higgs mechanism.

**PHYS 507A**   Units: **1.5**
**Solid State Physics I**

**PHYS 507B**   Units: **1.5**
**Solid State Physics II**

**PHYS 508**   Units: **1.5**
**Topics in Nanophysics**

**PHYS 510**   Units: **3.0**
**Advanced Methods in Mathematical Physics**

**PHYS 511A**   Units: **1.5**
**Topics in Nuclear and Particle Physics I**
**Note:** *May be taken more than once for credit.*

**PHYS 511B**   Units: **1.5**
**Topics in Nuclear and Particle Physics II**
**Note:** *May be taken more than once for credit.*

**PHYS 513**   Units: **1.5**
**Topics in Theoretical Physics**
A graduate course covering more advanced techniques and/or topical subjects in theoretical physics. Content varies.

**Note:** *May be taken more than once for credit.*

**PHYS 515**   Units: **1.5**
**Data Analysis Techniques for Physics and Astronomy**
An advanced course in data analysis for the physical sciences. Topics may include: Numerical methods, probability theory, Monte Carlo methods, statistical analysis techniques, and signal and image processing.

**PHYS 521A**   Units: **1.5**
**Techniques in Nuclear and Particle Physics I**
Topics may include: interaction of particles in matter; particle detection techniques and technologies; principles of particle accelerators; survey of existing facilities.

**Note:** *May be taken more than once for credit.*

**PHYS 521B**   Units: **1.5**
**Techniques in Nuclear and Particle Physics II**
**Note:** *May be taken more than once for credit.*

**PHYS 522**   Units: **1.5**
**Topics in Accelerator Physics**
Introduction to particle accelerators. Radio-frequency acceleration. Circular and linear accelerators. Beam dynamics. Beam optics and lattices. Accelerator technology and applications.

**Note:** *May be taken more than once for credit.*

**PHYS 523**   Units: **1.5**
**Particle Cosmology**
Particle physics in the early universe. Topics may include: inflation, baryogenesis, dark matter, big bang nucleosynthesis, and perturbations in the cosmic microwave background.

**Note:** *Credit will be granted for only one of 523, 513 (if taken in the same topic).*

**PHYS 534**   Units: **1.5**
**Radiotherapy Physics I**
Principles of dosimetry of ionizing radiation with emphasis on applications to radiotherapy and radiobiology. Provides the basics of linear accelerator design as well as design of X-ray generating apparatus; also provides basics of electron and photon interactions with media, energy deposition in media, and radiation protection and shielding.

**PHYS 535**   Units: **1.5**
**Radiotherapy Physics II**
A continuation of 534. Covers the physics and applied dosimetry of current external and internal irradiation treatment techniques.

**PHYS 539**   Units: **1.5**
**Radiation Dosimetry**
The fundamentals of radiation dosimetry, ionization cavity theories and radiation dosimetry protocols. A variety of absolute and relative dosimetry techniques are also covered, with hands-on experience provided through a series of lab exercises on medical linear accelerators. Monte Carlo simulation of radiation transport for dosimetry applications is introduced.

**PHYS 540**   Units: **1.5**
**Medical Imaging**
Fundamental theory and application of medical imaging, including radiology, computed tomography, magnetic resonance imaging, ultrasound, and nuclear medicine imaging. Basic principles, image formation and reconstruction, imaging instrumentation and hardware, and current trends of each imaging modality will be given.

**PHYS 544**   Units: **1.5**
**Topics in Radiation Biophysics**
Topics in radiation biophysics, including DNA strand breaks, cell survival curves, fractionation and dose rate effects, oxygen effect, relative biological effectiveness, tumour radiobiology, radiation pathology, radiobiological modelling, stochastic and deterministic effects, and molecular techniques in radiobiology.

**PHYS 545**   Units: **0.5**
**Anatomy and Physiology for the Medical Physicist**
WebCT based course covering basics of anatomy and physiology. Aimed at students in medical physics who are interested in clinical and/or academic careers that will require interaction with radiation oncologists and other health care professionals.

**Grading:** *INC, COM, N, F.*

**PHYS 546**   Units: **0.5**
**Clinical Shadowing**
Shadowing course designed to give the student some insight into the clinical aspects of the medical physics profession. Under the guidance of a clinical physicist, students progress through a series of clinical areas. Modules illustrate the collaborative nature of the profession and the interaction with other medical professionals.

**Grading:** *INC, COM, N, F.*

**PHYS 560**   Units: **0**
**Colloquium**
Weekly physics and astronomy colloquium.

**Grading:** *INP, COM, N, F.*

**PHYS 580**   Units: **1.0-3.0**
**Directed Studies**
**Note:** *May be taken more than once for credit. Pro Forma required.*

**PHYS 599**   Units: **to be determined**
**MSc Thesis**
**Note:** *Credit to be determined, but normally 6 units.*
**Grading:** *INP, COM, N, F.*

**PHYS 600A**   Units: **1.5**
**Quantum Field Theory I**
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**

**PHYS 693** Units: **3.0**
**PhD Candidacy Examination**
Students enrol in PHYS 693 for the duration of their preparation for the candidacy examination. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed. The candidacy examination is to be completed no later than two years after the student first registers in the PhD program.

**Grading:** *INP, COM, N, F.*

**PHYS 699** Units: **to be determined**
**PhD Dissertation**
**Note:** *Credit to be determined, but normally 30 units.*
**Corequisites:** *693.*
**Grading:** *INP, COM, N, F.*

## POLI

### Political Science
**Department of Political Science**
**Faculty of Social Sciences**

**POLI 505** Units: **1.5**
**Problems of Political Analysis**
An examination of theoretical viewpoints in the study of politics.

**POLI 506** Units: **1.5**
Also: **HIST 527**
**Qualitative Research Methods**
For graduate students from the departments of History and Political Science, focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods.

**POLI 507** Units: **1.5**
**Comparative Policy and Governance**
The study of diverging governance practices and policy outcomes in different jurisdictions. Focuses on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and, learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

**POLI 508** Units: **1.5**
**Comparative Politics**
An examination of key issues and debates in the study of comparative politics. Involves a survey of the major literature in this field of political science.

**POLI 509** Units: **1.5**
**Political Theory**
An examination of key issues and debates in the study of political theory. Involves a survey of the major literature in this field of political science.

**POLI 516** Units: **1.5**
**Canadian Politics**
An examination of key issues and debates in the study of Canadian politics. Involves a survey of the major literature in this field of political science.

**POLI 533** Units: **1.5**
**Themes in Contemporary Politics**
A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.

**Note:** *May be taken more than once for credit with permission of the Graduate Adviser.*

**POLI 540** Units: **1.5**
**International Relations**
An examination of key issues and debates in the study of international relations. Involves a survey of the major literature in this field of political science.

**POLI 580** Units: **3.0**
**Legislative Internship Report**
**Grading:** *INP, COM, N, F.*

**POLI 590** Units: **1.5 or 3.0**
**Directed Readings**
  590A - **Political Theory**
  590B - **Political Theory**
  590C - **Comparative Politics**
  590D - **Comparative Politics**
  590G - **Contemporary Themes and Issues**
  590H - **Contemporary Themes and Issues**
  590J - **International Relations**
  590K - **International Relations**
  590N - **Canadian Federal and Provincial Politics**
  590P - **Canadian Federal and Provincial Politics**

**Note:** *May be taken more than once for credit in different topics to a maximum of 3 units.*

**POLI 599** Units: **9.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

**POLI 600** Units: **1.5**
**Professional Development Seminar**
A compulsory seminar for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

**Grading:** *COM, N, F.*

**POLI 605** Units: **1.5**
**Problems of Political Analysis**
A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

**POLI 606** Units: **1.5**
**Qualitative Research Methods**
For graduate students from the departments of History and Political Science, focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods. It is intended for doctoral candidates preparing dissertation proposals.

**POLI 607** Units: **1.5**
Also: **ADMN 605**
**Comparative Policy and Governance**
The study of diverging governance practices and policy outcomes in different jurisdictions. Focus is on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and

policy styles and transfer, referring to the state's ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project. 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 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.

**POLI 693** Units: **3.0**
**PhD Candidacy Examinations**
Students enrol in POLI 693 for the duration of their preparation or their two candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.

**Grading:** *INP, COM, N, F.*

**POLI 699** Units: **30.0**
**Dissertation**
**Grading:** *INP, COM, N, F.*

# PSYC

## Psychology
### Department of Psychology
### Faculty of Social Sciences

**PSYC 500**          Units: **1.5**
**Professional Development**
Covers issues important to the academic and career success of graduate students in psychology. Topics include prerequisites to finding a job, preparing a curriculum vitae, the publication and review process, making presentations, obtaining grants, university policies (e.g., criteria and processes for tenure decisions), balancing family and career, and ethical issues in psychology.

**Grading:** *INC, COM, N, F.*

**PSYC 501**          Units: **1.0-6.0**
**Practicum in Applied Psychology**
Practicum in an applied setting. 1 unit of credit equals approximately 100 hours.

**Grading:** *INP, COM, N, F.*

**PSYC 502**          Units: **1.5-4.5**
**Research Apprenticeship**
**Note:** *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 4.5 units of 502 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

**PSYC 503**          Units: **4.0**
**Practicum in Clinical Psychology**
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

**Prerequisites:** *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*

**Grading:** *INP, COM, N, F.*

**PSYC 504**          Units: **1.5-6.0**
**Individual Study**
**Note:** *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 504 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

**PSYC 505**          Units: **4.0**
**Clinical Intervention Practicum**
Practicum in a clinical setting with emphasis on various forms of intervention. 1 unit of credit is equivalent to approximately 100 hours.

**Prerequisites:** *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*

**Grading:** *INP, COM, N, F.*

**PSYC 506A**          Units: **1.5**
Formerly: **506**
**Psychology Clinic Practice**
Supervised psychological practice in the Psychology Clinic, Department of Psychology.

**Note:** *May be taken more than once for credit.*

**Prerequisites:** *Acceptance to clinical psychology graduate program, with permission of instructor, and approval of the Director of Clinical Training.*

**Grading:** *INP, COM, N, F.*

**PSYC 506B**          Units: **1.5**
Formerly: **506**
**Psychology Clinic Practice: Test Mastery**
Supervised test mastery in the Psychology Clinic, Department of Psychology.

**Note:** *Credit will be granted for only one of 506B, 506.*

**Prerequisites:** *Acceptance to clinical psychology graduate program and approval of the Director of Clinical training.*

**Grading:** *INP, COM, N, F.*

**PSYC 507**          Units: **1.5**
**Personality**
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

**PSYC 511**          Units: **1.5**
**Visual Perception**
Exploration of current theories and research on selected aspects of visual perception will be offered. One or more major topics (e.g., object recognition, Gestalt perception, neuropsychology of visual perception) will be studied in depth.

**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee.*

**PSYC 512**          Units: **1.5-4.5**
**Research Practicum**
Practicum in a research setting with emphasis on planning, conducting, analyzing, and/or writing up research results under the supervision of faculty.

**Note:** *May be taken more than once for credit in different topics. The student must consult with the proposed research supervisor about the content and nature of the research activity prior to registration and complete a Pro Forma. The content must differ from but may be related to 599 or 699.*

**Prerequisites:** *Approval of the student's academic supervisor.*

**Grading:** *INP, COM, N, F.*

**PSYC 513**          Units: **1.5**
**Quantitative Analysis**
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

**PSYC 517**          Units: **1.5**
**Research Methods in Psychology**
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

**PSYC 518**          Units: **1.5**
**Psychometric Methods**
Topics typically include: historical background, sample descriptive statistics, norm referencing, (e.g., percentiles, Z-scores, T-scores), criterion referencing, sensitivity/specificity, classical true score test theory, item response theory (IRT), reliability, validity, standard errors, test development, standards for clinical tests, and assessment of reliable change.

**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

**PSYC 519**          Units: **1.5**
**Social Psychology**
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units at the discretion of*
the student's Supervisory Committee. The specific content area will be designated prior to registration.

**PSYC 520**          Units: **1.5**
**Survey of Social Psychology**
In-depth examination of state-of-the-science theories and research in social psychology. Social thinking and social behaviour are explored through the study of individual processes (e.g., social cognition, motivation), interpersonal processes (e.g., social influence, helping, intimacy), and societal processes (e.g., group dynamics, intergroup relations, cultural and environmental influences). Emphasis is placed on the more recent advancements in social psychology and on the 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 523**          Units: **1.5**
**Psychology and Law**
Seminar review of social-cognitive theory and research related to crime investigation, courtroom dynamics, and the legal system. Specific topics may include eyewitness testimony, policy practices, judge and jury decision-making, wrongful conviction, expert testimony. Applications of research findings to legal policy and police practice are highlighted.

**PSYC 526**          Units: **1.5**
**Special Topics in Personality and Social Psychology**
Topical seminars on specialized issues related to personality and social psychology.

**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 527**          Units: **1.5**
**Research Methods in Social Psychology**
In-depth examination of state-of-the-science research methods in social psychology. The topics may include experimental and quasi-experimental research designs, survey research, cross-cultural and longitudinal methods, event-sampling methods, psychophysiological methods, implicit measure and priming techniques, content and narrative analysis, computer simulation, data analytical strategies, ethics. Emphasis is placed on the more recent advancements in research methods in social psychology and on the research interests and expertise of the instructor.

**PSYC 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**
**Applied Multiple Regression**

A model-comparison approach to the analysis of a single dependent variable. This integrated approach aims to teach students how to ask intelligent questions of their data, and to answer those questions using the general linear model. In particular students will learn about simple and multiple regression involving continuous independent variables, categorical independent variables (ANOVA designs), and mixtures of the two (covariance analysis). Also covered will be outlier detection, testing of model assumptions, data transformation, and repeated measures models.

**PSYC 533** Units: **1.5**
**Applied Multivariate Analysis**

An extension of the material covered in 532 to the situation in which there are multiple dependent variables. The result is multivariate multiple regression. Then the additional technique of principle component analysis will be added, and the two procedures combined to derive canonical correlation analysis, multivariate analysis of variance, discriminant function analysis, and redundancy analysis. The common factor model of factor analysis will be introduced.

**PSYC 534** Units: **1.5**
**Univariate Design and Analysis**

An examination of various factorial designs for univariate data from an advanced perspective. For a number of frequently used designs (e.g., completely randomized, randomized block, and repeated measures), planned comparisons, tests of the models' assumptions, expected mean squares, and interpreting interactions (e.g., simple main effects) will be covered. Students will be required to learn and use statistical software packages, such as SPSS and SAS. Time and interest permitting, a brief introduction to other modelling procedures for response time and accuracy data will be offered.

**PSYC 540** Units: **1.5**
Formerly: **515A**
**History and Theory in Neuropsychology**

Survey of major topics and issues in clinical and experimental neuropsychology, including a historical introduction and recent material. Topics may include aphasia, agnosia, apraxia, agraphia, other clinical syndromes, and hemispheric specialization.

**Prerequisites:** *315 or equivalent undergraduate human neuropsychology course.*

**PSYC 541** Units: **1.5**
Formerly: **541/544**
**Research Design and Methods in Neuropsychology**

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:** *PSYC 584 and acceptance to clinical psychology graduate program.*

**Corequisites:** *506B.*

**Grading:** *INC, COM, N, F.*

**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 rehabilitation, and interventions with individuals and families.

**Prerequisites:** *Permission of instructor. Enrolment may be limited.*

**Grading:** *INC, COM, N, F.*

**PSYC 548** Units: **1.5**
Formerly: **515D**
**Special Topics in Neuropsychology**

**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 549** Units: **1.5**
**Neuropsychological Intervention in Children and Adolescents**

Introduction to theory, methods and techniques associated with management of neurological, neuropsychological and learning disorders in children and adolescents. Topics include the relationship among impairment, disability, and functional status, with current empirically-based approaches for remediation

and/or compensation of cognitive and academic skill deficits. Interventions will focus on individual children and families within both educational and social contexts.

**Prerequisites:** *Permission of instructor. Admission to doctoral level studies. Enrollment may be limited.*

**Grading:** *INC, COM, N, F.*

**PSYC 550** Units: **1.5**
Formerly: **512A**
**Physiological Psychology: Introduction**

Seminar discussing selected topics concerning fundamental neurobiological processes underlying behaviour, including synaptic transmission, motor and sensory activity, motivation, neural plasticity, and theories of neural organization.

**PSYC 551** Units: **1.5**
**Neuropsychopharmacology**

Seminar discussing the neurochemical bases of brain function and of the effects of psychoactive drugs, with emphasis on the role played by chemical neurotransmitters and the system of neurons that releases them.

**PSYC 552** Units: **1.5**
Formerly: **512D**
**Special Topics in Physiological Psychology**

**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 561** Units: **1.5**
Formerly: **560B**
**Theories and Methods in Lifespan Development**

Seminar review of the major theoretical perspectives and their methodological implications for the study of psychological development across the lifespan. Specific topics include classical and contemporary theories of lifespan development, identification and measurement of developmental change, and developmental research designs.

**PSYC 562** Units: **1.5**
Formerly: **560C**
**Infancy and Childhood**

Seminar review of theory and research examining psychological development from infancy through childhood. Special topics include personality/temperament, attachment, parent-child relations, and socialization process. Emphasis is placed on the role of the context in individual development.

**PSYC 563** Units: **1.5**
Formerly: **560D**
**Adult Development and Aging**

Seminar review of theory and research examining psychological processes during adulthood and aging. Specific topics include memory, intelligence, problem solving, personality, social processes, and mental health. Attention is also given to the biological and sociocultural contexts of these developments.

**PSYC 564** Units: **1.5**
Formerly: **561A**
**Statistical Methods in Lifespan Development**

Examination of statistical methods for the analysis of change. Specific topics include change scores, cannonical correlation, multivariate analysis of variance, and factor analysis.

**Prerequisites:** *532, 533, 561.*

**PSYC 565** Units: **1.5**
Formerly: **561B**
**Cognitive Development in Adulthood and Aging**

Seminar review of theory and research examining gains and losses in various cognitive skills from young adulthood to old age. Traditional experimental,

psychometric, and cognitive science approaches are considered. Specific topics include age-related change in memory, intelligence, problem solving, reading skills, as well as practical and social cognition.

**PSYC 566** Units: **1.5**
Formerly: **561C**
**Personality and Adjustment in Adulthood and Aging**
Seminar review of theory and research examining personality change, stress, coping, and adjustment across the adult lifespan. Specific topics include the cases for and against personality change, personality as a mediator of other behaviour, stress, coping, life events, and mental health in adulthood.

**PSYC 567** Units: **1.5**
**Dysfunctional Development in Adulthood and Aging**
Seminar review of theory and research examining dysfunctional and pathological processes in later life. Specific topics include dementia, depression, personality disorders, alcoholism and other addictions, and suicide. Attention will be given to issues of etiology, diagnosis, treatment, and impact on caregivers.

**PSYC 568** Units: **1.5**
**Adolescence**
Seminar review of theory and research examining psychological processes during adolescence. Specific topics include pubertal maturation, parent-adolescent relations, gender roles, sexuality, and problem behaviour. Attention will be given to the role of the context (e.g., family, school) in adolescent development.

**PSYC 569** Units: **1.5**
Formerly: **562**
**Special Topics in Lifespan Development**
Topical seminars on specialized issues related to lifespan development and aging.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 570** Units: **1.5 or 3.0**
Also: **LING 570**
**Psycholinguistics**
A seminar offered in collaboration with the department of Linguistics. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

**PSYC 571** Units: **1.5 or 3.0**
Also: **LING 571**
**Developmental Psycholinguistics**
A seminar offered in collaboration with the department of Linguistics. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn-taking, questioning and answering, and politeness and negotiation in speech acts.

**PSYC 574** Units: **1.5**
**Electroencephalography and Event-related Brain Potentials**
An intensive, hands-on introduction to the basics of collecting and analyzing event-related brain potential (ERP) data.
**Note:** *Credit will be granted for only one of 574, 576C (if taken in the same topic).*
**Prerequisites:** *Permission of the instructor. Enrolment is limited to 5 students.*

**PSYC 575** Units: **1.5**
**Cognition and Brain Science**
Team-taught seminar on cognitive psychology, the "science of the mind," with emphasis on the topic areas in which our faculty have particular expertise (e.g. perception, visual attention, knowledge representation, memory, and reading).

**PSYC 576A** Units: **1.5**
**Cognitive Processes: Human Memory**
Exploration of current theories and research on selected aspects of human memory. One or more major topics within the domain of human memory will be studied in depth.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 576B** Units: **1.5**
**Cognitive Processes: Computation Modelling**
Exploration of methods of computational modelling of cognitive processes. Methods that may be covered include mathematical models and neural network models. Theoretical foundations and procedures for fitting models will be considered.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 576C** Units: **1.5**
**Cognitive Processes: Mind and Brain**
Discussions of neurological evidence for modular organization of cognitive processes.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 576D** Units: **1.5**
**Cognitive Processes: Attention**
An overview of theories and current research on attention, particularly as it applies to human vision. Topics will include an analysis of the role of attention in spatial and temporal vision, with exploration of related issues such as consciousness, blindsight, and change blindness.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 577** Units: **1.5**
**Cognitive Seminar**
Weekly seminar throughout the Winter session, involving faculty and graduate students in the Cognitive Psychology Program. Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing cognitive psychological research.
**Note:** *May be taken more than once for credit to a maximum of 9 units.*
**Prerequisites:** *Restricted to graduate students in the Cognitive Psychology Program or permission of the department.*
**Grading:** *INP, COM, N, F.*

**PSYC 579** Units: **1.5**
**Special Topics in Psychology**
Seminar on special topics in the field of psychology.
**Note:** *May be taken more than once for credit in different topics to a maximum of 6 units.*

**PSYC 581** Units: **1.5**
Formerly: **half of 580**
**Psychopathology: Childhood and Adolescence**
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.
**Prerequisites:** *Acceptance to clinical psychology graduate program.*

**PSYC 582** Units: **1.5**
Formerly: **half of 580**
**Psychopathology: Adulthood**
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.
**Prerequisites:** *581 and acceptance to clinical psychology graduate program.*

**PSYC 583** Units: **1.5**
Formerly: **535C**
**Professional and Ethical Issues in Clinical Psychology**
Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations by practising psychologists related to professional and interprofessional problems encountered in practice.
**Prerequisites:** *Acceptance to the clinical psychology graduate program and permission of instructor. Enrolment may be limited.*

**PSYC 584** Units: **1.5**
Formerly: **524A**
**Clinical Assessment: 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 587**    Units: **1.5**
Formerly: **550**
**Applied Behavioural Analysis**

Basic theory and principles of behavioural psychology. Principles of behavioural development and analysis, as drawn from the literature in the experimental analysis of behaviour (basic research) will be related to the literature in Applied Behaviour Analysis, including behaviour modification. In some years, a practicum may be included.

**PSYC 588**    Units: **1.5**
Formerly: **half of 516**
**Child and Adolescent Therapy**

Introduction to different theoretical approaches to child psychotherapy and a discussion of techniques; supervised experience will be offered in subsequent sections.

**Note:** *May be taken more than once for credit in different topics to a maximum of 4.5 units.*

**Prerequisites:** *Acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.*

**PSYC 589**    Units: **1.5**
Formerly: **516**
**Introduction to Evidence-Based Adult Psychotherapies**

Overview of theory, research, and practice in adult psychotherapy. Introduction to the major schools of psychotherapy and to the common factors present across forms of psychotherapy. Beginning therapy skills will be developed through role plays and experiential exercises. Supervised experience is offered in 590.

**Prerequisites:** *Acceptance to clinical psychology graduate program.*

**PSYC 590**    Units: **1.5**
**Practical Issues and Challenges in Adult Psychotherapy**

An advanced psychotherapy course that builds upon the introductory therapy skills developed in 589. Includes didactic seminar and group case consultation.

**Prerequisites:** *589, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.*

**Corequisites:** *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.*

**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.*

**PSYC 596**    Units: **1.5**
**Interpersonal Therapies**

An advanced psychotherapy course that provides students with an understanding of the theoretical underpinnings of the major interpersonal therapies and the role of interpersonal process in therapy in general. Specific theories and techniques are explored through readings, class discussion and class assignments.

**Note:** *Credit will be granted for only one of 596, 594 (if taken in the same topic).*

**Prerequisites:** *589 and acceptance to the doctoral program in clinical psychology.*

**Grading:** *INP, COM, N, F.*

**PSYC 599**    Units: **3.0-6.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

**PSYC 602**    Units: **1.0-6.0**
**Independent Research**
**Note:** *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 602 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

**PSYC 603**    Units: **4.0**
**Advanced Clinical Practicum**

Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

**Prerequisites:** *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*

**Grading:** *INP, COM, N, F.*

**PSYC 604**    Units: **1.5-6.0**
**Individual Study**
**Note:** *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 604 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

**PSYC 605**    Units: **1.5 or 3.0**
**Practicum in the Teaching of Psychology**

Teaching practicum with individual instructors of the department in areas of potential teaching interest for the student.

**Note:** *Pro Forma.*

**Grading:** *INC, COM, N, F.*

**PSYC 606**    Units: **15.0**
**Clinical Internship**

Full-year internship with 1600 to 2000 hours of supervised practical experience in settings approved by the committee on clinical training.

**Prerequisites:** *Completion of clinical course sequence and approval by Committee on clinical training.*

**Grading:** *INP, COM, N, F.*

**PSYC 612**    Units: **1.5-4.5**
**Advanced Research Practicum**

Advanced practicum in research with an emphasis on coordination of a program of research in association with a faculty supervisor. Typically involves organization and training of research assistants, developing research protocols, management of research databases, statistical analysis, and preparation and submission of materials for publication as specified in a Pro Forma.

**Note:** *May be taken more than once with different practicum content. The content must differ from but may be related to 699.*

**Prerequisites:** *Approval of the student's academic supervisor.*

**Grading:** *INP, COM, N, F.*

**PSYC 693**    Units: **3.0**
**PhD Candidacy Examinations**

Students enrol in PSYC 693 while they prepare for and complete their doctoral candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until all candidacy examination requirements have been successfully completed. . Students have 36 months from the time of first registration in the doctoral program to complete the exams. Students registered in 699 must also be registered in 693 concurrently until 693 is complete.

**Grading:** *INP, COM, N, F.*

**PSYC 699**    Units: **15.0-30.0**
**PhD Dissertation**
**Pre- or corequisites:** *693.*
**Grading:** *INP, COM, N, F.*

# SDH

## Social Dimensions of Health
### Social Dimensions of Health Program
### Faculty of Social Sciences

*These courses are offered in collaboration with the Faculties of Humanities, Education and Human and Social Development.*

**SDH 500A**     Units: **1.5**
**Fundamentals of Health Research I**
An interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.

**SDH 500B**     Units: **1.5**
**Fundamentals of Health Research II**
A continuation of 500A, an interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.

**Prerequisites:** *500A or permission of the program.*

**SDH 501A**     Units: **1.5**
**Social Dimensions of Health Colloquium I**
The SDH colloquium series exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of health research generally. Attendance and participation in the colloquium is mandatory throughout their time in the SDH program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research in the colloquium.

**Grading:** *INP, COM, N, F.*

**SDH 501B**     Units: **1.5**
**Social Dimensions of Health Colloquium II**
A continuation of SDH 501A, a colloquium series that exposes students to a wide range of conceptual and substantive issues, which reflect the breadth and depth of health research generally. Attendance and participation in the colloquium is mandatory throughout their time in the SDH program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research in the colloquium.

**Prerequisites:** *501A or permission of the program.*
**Grading:** *INP, COM, N, F.*

**SDH 590**     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 599**     Units: **6.0**
**Thesis**
**Grading:** *INP, COM, N, F.*

**SDH 600A**     Units: **1.5**
**Fundamentals of Health Research I**
An interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.

**SDH 600B**     Units: **1.5**
**Fundamentals of Health Research II**
A continuation of 600A, an interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.

**Prerequisites:** *600A or permission of the program.*

**SDH 601A**     Units: **1.5**
**Social Dimensions of Health Colloquium**
The SDH colloquium series exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of health research generally. Attendance and participation in the colloquium is mandatory throughout their time in the SDH program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research in the colloquium.

**Grading:** *INP, COM, N, F.*

**SDH 601B**     Units: **1.5**
**Social Dimensions of Health Colloquium**
A continuation of 601A, a colloquium series that exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of health research generally. Attendance and participation in the colloquium is mandatory throughout their time in the SDH program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research in the colloquium.

**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.*

# SOCI

## Sociology
### Department of Sociology
### Faculty of Social Sciences

**SOCI 503**     Units: **1.5**
**Classical Sociological Theory**
An in-depth examination of the original works of Marx, Weber and Durkheim, with a supplemental focus on key themes, predecessors, contemporaries and descendents of the canonical trio in the years up to the 1920s.

**SOCI 504**     Units: **1.5**
Formerly: **500**
**Contemporary Social Theory**
Surveys major perspectives in, and critical responses to, contemporary social theory, including such formulations as postmodernism, poststructuralism, post-Marxism, psychoanalysis, and feminism and such theorists as Bauman, Beck, Bourdieu, Fraser, Giddens, Habermas, Hooks and Wallerstein.

**Note:** *Credit will be granted for only one of 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 addictions; the organization and use of health services; public health; the conduct of socio-medical research; and ethical issues in health research.

**Note:** *May be taken more than once for credit in different 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, intergenerational relations, and health care policies. Applies key theoretical perspectives to specific topics (such as examining the subjective worlds of caregiv-

ers to older adults from feminist and constructivist perspectives; critiquing neoliberal health care policies for an aging society from a political economy perspective). Not offered every year.

**Prerequisites:** *385 or equivalent.*

**SOCI 590** Units: **1.5**
**Directed Studies**
**Note:** *May be repeated once for a total of 3 units.*

**SOCI 598** Units: **3.0**
**Extended Essay**
**Prerequisites:** *Normally, a student is expected to have completed all course work prior to registration.*
**Grading:** *INP, COM, N, F.*

**SOCI 599** Units: **6.0**
**Thesis**
**Prerequisites:** *Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.*
**Grading:** *INP, COM, N, F.*

**SOCI 620** Units: **1.5**
**Selected Topics in Sociological Research Methods**
In-depth examination and/or comparison of specific research methods, such as survey research, critical discourse analysis, social network analysis, historical/comparative method, multilevel and longitudinal quantitative analysis, and institutional ethnography.

**SOCI 690** Units: **1.5**
**Directed Studies**
**Note:** *May be repeated once for a total of 3 units.*

**SOCI 693** Units: **3.0**
**PhD Candidacy Examinations**
Students enrol in SOCI 693 for the duration of their preparation for their candidacy examinations. 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 comprehensive exams within 25 months after entering the PhD program.
**Grading:** *INP, COM, N, F.*

**SOCI 699** Units: **21.0**
**PhD Dissertation**
**Prerequisites:** *693*
**Grading:** *INP, COM, N, F.*

# SOCW

## Social Work
### School of Social Work
### Faculty of Human and Social Development

**SOCW 500** Units: **1.5**
Formerly: **502, HSD 503**
**Promoting Professional and Community Learning**
Explores factors which influence learning within the organization and the community and which empower learners, and lead to personal, professional and community growth and development. Learners will examine their perspectives on teaching and learning through reflection on their own and others' experiences, the literature and research.

**Note:** *Credit will be granted for only one of 500, 502, HSD 503.*

**SOCW 501** Units: **1.5**
Formerly: **HSD 541**
**Debates, Ideas and Discourses in Social Work**
Examines and critiques current debates and discourses relating to social work knowledge and practice.

**Note:** *Credit will be granted for only one of 501, HSD 541.*

**Prerequisites:** *Advanced Year Standing*

**SOCW 503** Units: **1.5**
Formerly: **HSD 505**
**The Social Construction of Health, Illness, and Aging**
Explores topics relevant to health, illness and aging. The role of social work in health care systems, policy concerns regarding the socio-economic impacts of aging populations and the social determinants of health will be examined. Considers the relationships between health status and work, family relationships, housing and the consequences of inequality on health throughout the lifespan.

**Notes:** - *Credit will be granted for only one of 503, HSD 505.*

- *Offered as resources permit.*

**SOCW 504** Units: **1.5**
Formerly: **HSD 540**
**Community Development in Health and Social Services**
Critically analyzes some approaches to community development and their application to current policy and practice initiatives in the human services, such as health promotion, social development and aboriginal self-government. Multidisciplinary perspectives on community development will be explored.

**Notes:** - *Credit will be granted for only one of 504, HSD 540.*

- *Offered as resources permit.*

**SOCW 505** Units: **1.5**
**Advanced Child Welfare Seminar**
Explores topics of special interest in the development of child welfare practice from a critical, anti-oppressive and social justice perspective. Students are expected to conduct an analysis on a current child welfare topic they select in conjunction with the instructor.

**Notes:** - *Credit will be granted for only one of 505, 525.*

- *Offered as resources permit.*

**SOCW 506** Units: **3.0**
**Advanced Practice Practicum**
A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

The practicum contract and method of evaluation must be approved by the instructor and Graduate Adviser prior to registration.

**Note:** *Pro Forma required.*

**Prerequisites:** *Advanced Year Standing, 6 units of Advanced Year core courses - choose from SOCW 501, 510, 512, 516 and 517.*
**Grading:** *INP, COM, N, F.*

**SOCW 506A** Units: **3.0**
**MSWI Practicum**
A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSWI practicum.

The practicum contract and method of evaluation must be approved by the instructor and Graduate Adviser prior to registration.

**Note:** *Pro Forma required.*

**Prerequisites:** *Advanced Year Standing, 6 units of Advanced Year core courses - choose from SOCW 521, 522, 523, 524, 527 and 528.*

**Grading:** *INP, COM, N, F.*

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**SOCW 510** Units: **1.5**
Also: **SPP 510**
**Policy Context of Practice**
Reviews and analyzes a number of explanations of the policy making process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. Analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.

**Note:** *Credit will be granted for only one of 510, SPP 510, HSD 510.*

**Prerequisites:** *Advanced Year Standing*

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**SOCW 512** Units: **1.5**
**Knowledge and Inquiry**
Focuses on responsible and effective professional and scholarly practice beginning with a critical examination of how relations of power shape knowledge production. Underpinning the course readings and class discussions is a key question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?

**Note:** *Credit will be granted for only one of 512, SPP 502, HSD 502.*

**Prerequisites:** *Advanced Year Standing*

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**SOCW 516** Units: **1.5**
Also: **SPP 516**
**Research Methodologies**
Critically reviews a wide range of research methodologies commonly practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.

**Note:** *Credit will be granted for only one of 516, SPP 516, HSD 516.*

**Prerequisites:** *Advanced Year Standing*

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**SOCW 517** Units: **1.5**
**Research Seminar**
Focusing on specific methodological, analytical and/or theoretical aspects of research for the thesis. Content varies from year to year, depending on students' interests and needs.

**Prerequisites:** *516.*

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**SOCW 518** Units: **1.5**
**Making Other/Making Self: Race and the Production of Knowledge**
Explores the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?

**Note:** *Offered as resources permit.*

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**SOCW 521** Units: **1.5**
**Indigenous Perspectives on Knowledge and Research**
Explores the dimensions of Indigenous ways of knowing that influence researching activities in Indigenous communities. Students will explore how, and from where, their own knowing emerges as well as critically examine how knowledge is constructed within larger society. Focuses on how power, culture, ethics, protocols, language, place and spirit shape knowledge.

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**SOCW 522** Units: **1.5**
**Critical Indigenous Analysis of Social Work Theory**
Critical analysis, from an Indigenous perspective, of social work theory. Students critically examine how culture, modernism, class, race, and professionalism have shaped the development of social work practice; and how these characteristics manifest themselves in practice in Indigenous communities.

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**SOCW 523** Units: **1.5**
**Self-Conscious Traditionalism in Indigenous Social Work Practice Seminar**
Critical exploration of alternative models of Indigenous social work practice drawn from the literature and from their own practice. Concepts and skills of Indigenous leadership are also explored.

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**SOCW 524** Units: **1.5**
**Critical Indigenous Analysis of Social Welfare Policy**
Critical analysis from an Indigenous perspective of social welfare policy. Students critically examine how capitalism, colonialism, race and class are embedded in social welfare policy. Examples of Indigenous policy development are also examined to explore the components of alternative visions of welfare. Students are expected to apply ideas and concepts from the policy literature to policy development in their own agency.

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**SOCW 525** Units: **1.5**
**Seminar in Child Welfare Policy and Practice in Indigenous Communities**
Examination of critical issues in family and child welfare policy and practice development in Indigenous Communities. The critical issues to be examined are determined collectively by students and faculty in the context of the literature.

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**SOCW 526** Units: **1.5**
**Seminar in Community Health Policy and Practice in Indigenous Communities**
Examination of such critical issues in community health as sexual abuse, substance misuse and family violence along with the collective steps that Indigenous (and other) communities have taken to restore health. The critical issues to be examined are determined collectively by students and faculty.

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**SOCW 527** Units: **1.5**
**Research Methods**
Critically reviews the research methodologies that have proved most productive in the development of Indigenous knowledge. Emphasizes the link between the development of a research question and the selection of methodological approaches. Students are required to apply this understanding to the preparation of a draft research proposal.

**Prerequisites:** *521, 522, 523, 524.*

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**SOCW 528** Units: **1.5**
**Research Seminar**
Provides support to students in the development of their research proposal (thesis or research project) and the conduct of their research.

**Prerequisites:** *527.*

**Corequisites:** *596, 598 or 599.*

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**SOCW 530** Units: **1.5**
**Critical Exploration of the Social Work Therapeutic Relationship in Health Care**
Critical examination and practice a range of approaches to working with individuals, families, allied professionals and community support systems with the goal of being effective in responding to client and community needs within a practice framework that focuses on the social determinants of health.

**Note:** *Offered as resources permit.*

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**SOCW 531** Units: **1.5**
**Critical Exploration of Leadership Roles for Social Workers in Health Care**
Inquiry based opportunity for students to critically examine their leadership styles and develop a foundational knowledge and skill base for effective involvement in organizational change, staff management, coaching and supervision, coordination of inter-professional teams and development of policies to address the social determinants of health.

**Note:** *Offered as resources permit.*

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**SOCW 532** Units: **1.5**
**Introduction to Social Work in the Health Care Sector**
Examines the knowledge and skills required for social workers to be effective advocates while carrying out a range of responsibilities in the health sector within the context of a practice framework that focuses on the social determinants of health. The challenges and opportunities provided by the cultural and organizational contexts of practice in health care will be an important focus of the course for examining the inter-professional nature of practice. Particular aspects of practice such as appropriate documentation, informed consent and community development will be included.

**Note:** *Offered as resources permit.*

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**SOCW 533** Units: **1.5**
**Working with Trauma**
Current theories and practices regarding the neurobiological, psychophysical and socio-cultural components of trauma. Four dimensions of experience will be explored: shock, developmental, accumulated stress, and socially and culturally-produced traumatic stress. Emphasis will be placed on concrete skills and strategies that have applicability to a wide variety of contexts. As well, students will learn to reduce the prevalence of secondary traumatization on themselves, colleagues, agencies and communities.

**Note:** *Credit will be granted for only one of 533, 580 (if taken in the same topic).*

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**SOCW 540** Units: **3.0**
**Foundation Practicum**
A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practice apply to the MSW practicum.

**Prerequisites:** *4.5 Social Work graduate-level units.*

**Pre- or corequisites:** *546.*

**Grading:** *INP, COM, N, F.*

**SOCW 543** Units: **1.5**
**Theorizing Social Difference**
How do we come to know who we are and how is this knowledge raced, embodied, engendered and embedded in a material context? These questions underpin social work knowledge and practice. Developing an analysis of social difference is a crucial skill for social workers. In this course students will be introduced to the concepts of marginalization and dominance as they play out in (primarily) North American contexts. The course will look at social work theories and knowledge as a departure point from which to explore interdisciplinary theorizations of concepts core to the profession.

**SOCW 544** Units: **1.5**
**Social Work, the State and Citizenship**
Taking the perspective of 'citizenship as participation', explores the lived realities of global citizenship as it is configured on the basis of geography, class, race, gender, and other identity locations. Explores the role of civil society globally, as instances of citizen participation against global injustices. Students will develop an understanding of the role that they can play as global citizens and in the field of international social work.

**SOCW 545** Units: **1.5**
**Networks and Communities**
Social work practice within communities and social networks. Definitions of community are explored as experienced and conceptualized from various locations. Critical historical and theoretical analysis and ethical dilemmas posed by various approaches to community work are examined. Students have the opportunity to develop theoretical and practical understandings of anti-oppressive, antiracist and anti-colonial community practice as experiences within their own communities.

**SOCW 546** Units: **1.5**
**Collaborative Conversations**
Focuses on developing social work practice skills with individuals and communities in ways that are both difference-centred and collaborative in nature. Students will critically analyze and develop their own, individual and community development, practice skills in relation to working in various community contexts, within a social justice framework. Students will examine ways to further difference-centred practice to become more effective, participatory and collaborative with clients, social services and civil society.

**SOCW 548** Units: **1.5**
**Community Research Methods**
Introduces community research methods; including collaborative, community-based and action research. Emphasizes methodological questions and techniques, both qualitative and quantitative, that are relevant to community based social work practice and research.

**SOCW 550** Units: **1.5**
**Law and Social Work**
Provides theories and multiple critical perspectives on law, the legal system and the legal processes that impact on professional practice. Students will critically examine on the interplay between marginalization, structural inequalities and law.

**SOCW 551** Units: **1.5**
**Indigenous Communities: Practice and Policy**
Critically examines the historical processes of colonization in Canada and resulting barriers embedded in past and current policy and practices that affect Indigenous peoples. Students will deconstruct colonization, race, class and capitalism as embedded in social welfare. Students will have an opportunity to examine their self location, ideas, values and beliefs about working with Indigenous peoples and to develop a practice framework, based on social justice, for working with Indigenous communities.

**SOCW 560** Units: **1.5**
Also: **SPP 560**
**Communities, Politics and Social Change**
Engages students in drawing out the possibilities for social change in multiple settings. Draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses. Open to students enrolled in the graduate programs offered by SPP and by the Schools of Social Work, Nursing, and Child and Youth Care who have completed SPP 510 or SOCW 510 and one other SPP or SOCW required course.

**Note:** *Credit will be granted for only one of 560, SPP 560, HSD 510.*

**SOCW 580** Units: **1.5 or 3.0**
**Special Topics in Social Work and Social Welfare**
A variable content course that deals with special issues in social welfare and approaches to social work practice.

**Notes:** - *May be taken more than once for credit with different course content.*

- *Offered as resources permit.*

**SOCW 590** Units: **1.5 or 3.0**
**Directed Studies**
Individual studies under the direct supervision of a social work faculty member. The content, credit value, and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registration.

**Notes:** - *May be taken more than once for credit with different course content.*

- *Pro Forma required.*

**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:** *INP, COM, N, F.*

**SOCW 599** Units: **6.0**
Formerly: **HSD 599**
**Thesis**
Specialized research on a topic area chosen in consultation with the student's supervisory committee.

**Prerequisites:** *Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.*

**Grading:** *INP, COM, N, F.*

# SPAN

## Spanish
**Department of Hispanic and Italian Studies**
**Faculty of Humanities**

**SPAN 500** Units: **1.5**
**Introduction to Bibliography and Methods of Research**

**SPAN 502** Units: **1.5**
**Core Reading List Course I**
**Grading:** *INP, COM, N, F.*

**SPAN 503** Units: **1.5**
Also: **ITAL 503**
**Core Reading List Course II**
**Grading:** *INP, COM, N, F.*

**SPAN 505** Units: **1.5**
Also: **ITAL 505**
**Medieval Literature**

**SPAN 507** Units: **1.5**
Also: **ITAL 507**
**Renaissance and Baroque Literature**

**SPAN 509** Units: **1.5**
**Peninsular Literature in the 19th Century**

**SPAN 511** Units: **1.5**
**Peninsular Literature from the 20th Century to the Present**

**SPAN 515** Units: **1.5**
**Colonial Latin American Literature**

**SPAN 517** Units: **1.5**
**Latin American Literature of the 19th Century**

**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** Units: **3.0**
**Master's Essay**
**Grading:** *INP, COM, N, F.*

**SPAN 599** Units: **6.0**
**MA Thesis/Oral**
**Grading:** *INP, COM, N, F.*

# SPP

## Studies in Policy and Practice
**Faculty of Human and Social Development**

**SPP 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 501.*

**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 practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.

**Note:** *Credit will be granted for only one of 516, HSD 516, SOCW 516.*

**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 in 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:** *INP, 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:** *INP, COM, N, F.*

**SPP 599** Units: **6.0**
**Thesis**
Specialized research on a topic area chosen in consultation with the student's supervisory committee.

**Grading:** *INP, COM, N, F.*

# STAT

**Statistics**
**Department of Mathematics and Statistics**
**Faculty of Science**

**STAT 552** Units: **1.5**
**Applied Stochastic Models**

**STAT 553** Units: **1.5**
**Multivariate Analysis**

**STAT 554** Units: **1.5**
**Time Series Analysis**

**STAT 556** Units: **1.5**
**Topics in Statistics**
**Note:** *May be taken more than once for credit in different topics with permission of the Chair of the department.*

**STAT 557** Units: **1.5**
**Sampling Techniques**

**STAT 558** Units: **1.5**
**Design and Analysis of Experiments**

**STAT 559** Units: **1.5**
**Survival Analysis**

**STAT 561** Units: **1.5**
**Theory of Inference**

**STAT 562** Units: **1.5**
**Distribution Free Statistics**

**STAT 563** Units: **1.5**
Also: **BIOL 563**
**Topics in Applied Statistics**
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric and robust methods, meta-analysis, miscellaneous techniques.

**STAT 568** Units: **1.5**
**Generalized Linear Models**

**STAT 589** Units: **1.5**
**Statistics Seminar**
**Note:** *May be taken more than once for credit with permission of Chair of the department.*

**STAT 598** Units: **3.0**
**Master's Project**
**Grading:** *INP, COM, N, F.*

**STAT 599** Units: **6.0**
**Master's Thesis**
**Grading:** *INP, COM, N, F.*

**STAT 693** Units: **3.0**
**Candidacy Examination**
**Grading:** *INP, COM, N, F.*

**STAT 699** Units: **21.0-30.0**
**Dissertation**
**Corequisites:** *693*
**Grading:** *INP, COM, N, F.*

# THEA

**Theatre**
**Department of Theatre**
**Faculty of Fine Arts**

**THEA 500** Units: **1.5 or 3.0**
**Methods and Materials of Theatre Research**

**THEA 501** Units: **1.5 or 3.0**
**Seminar in History and Criticism of Tragedy**

**THEA 502** Units: **1.5 or 3.0**
**Seminar in History and Criticism of Comedy**

**THEA 503** Units: **1.5 or 3.0**
**Seminar in European Theatre History**

**THEA 504** Units: **1.5 or 3.0**
**Seminar in North American Theatre History**

**THEA 505** Units: **1.5 or 3.0**
**Seminar in Theatrical Styles**

**THEA 508** Units: **1.5 or 3.0**
**Scene Design**

**THEA 509** Units: **1.5 or 3.0**
**Lighting Design**

**THEA 510** Units: **1.5 or 3.0**
**Costume Design**

**THEA 511** Units: **1.5 or 3.0**
**Production**

**THEA 512** Units: **1.5 or 3.0**
**Directing**

**THEA 513** Units: **1.5 or 3.0**
**Seminar in Theatre Aesthetics**

**THEA 514** Units: **1.5 or 3.0**
**Seminar in Design**

**THEA 515** Units: **1.5 or 3.0**
**Seminar in Directing**

**THEA 516** Units: **1.5 or 3.0**
**Seminar in Theatre History**

**THEA 520** Units: **1.5 or 3.0**
**Advanced Problems in Scene Design**

**THEA 521** Units: **1.5 or 3.0**
**Advanced Problems in Lighting Design**

**THEA 522** Units: **1.5 or 3.0**
**Advanced Problems in Costume Design**

**THEA 523** Units: **1.5 or 3.0**
**Advanced Problems in Directing**

**THEA 524** Units: **6.0**
**MFA Practicum**
**Grading:** *INP, COM, N, F.*

**THEA 590** Units: **1.5 or 3.0**
**Directed Studies**

**THEA 598** Units: **4.5**
**MA Essay**
**Grading:** *INP, COM, N, F.*

**THEA 599** Units: **6.0**
**MA Thesis**
**Grading:** *INP, COM, N, F.*

**THEA 690** Units: **1.5-6.0**
**Directed Studies**
**Note:** *May be taken more than once for credit at the discretion of the department.*
**Prerequisites:** *Permission of the department.*

**THEA 693** Units: **3.0**
**Dissertation Proposal/Candidacy Exam**
**Grading:** *INP, COM, N, F.*

**THEA 695** Units: **0**
**Comprehensive Examination**
**Grading:** *INP, COM, N, F.*

**THEA 699** Units: **30.0**
**Dissertation**
**Prerequisites:** *693.*
**Grading:** *INP, COM, N, F.*

# WRIT

## Writing
**Department of Writing**
**Faculty of Fine Arts**

**WRIT 500** Units: **1.5**
**Graduate Writing Workshop**
A workshop in which students will focus on writing and workshopping in one genre: poetry, fiction, creative nonfiction, playwriting or screenwriting.
**Note:** *May be 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 590** Units: **1.5**
**Directed Studies in Instructional Skills Preparation**
A course which focuses on teacher training in creative writing.

**WRIT 591** Units: **1.5**
**Directed Studies in Writing**
A course tailored to the needs of a particular student in consultation with the supervisor and in the student's area of studies.

**WRIT 598** Units: **9.0**
**Major Writing Portfolio**
The creation of an original creative writing portfolio in one of the following genres: poetry (30-50 pages), creative nonfiction (60-120 pages), fiction (60-120 pages), a stage play (60-100 pages), a film script (60-90 pages) or a production project with script/manuscript in one of the above genres.
**Grading:** *INP, COM, N, F.*

# The University of Victoria

# 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 postwar enrolment to move from Craigdarroch to the Lansdowne campus of the Provincial Normal School. The Normal School, itself an institution with a long and honourable history, joined Victoria College in 1956 as its Faculty of Education. Late in this transitional period (through the co-operation of the Department of National Defence and the Hudson's Bay Company) the 284 (now 385) acre campus at Gordon Head was acquired. Academic expansion was rapid after 1956, until in 1961 the College, still in affiliation with UBC awarded its first bachelor's degrees.

In granting autonomy to the University of Victoria, the *University Act* of 1963 vested administrative authority in a Chancellor elected by the Convocation of the University, a Board of Governors, and a President appointed by the Board; academic authority was given to a Senate which was representative both of the faculties and of the Convocation.

The historical traditions of the University are reflected in the Arms of the University, its academic regalia and its house flag. The BA hood is of solid red, a colour that recalls the early affiliation with McGill. The BSc hood, of gold, and the BEd hood, of blue, show the colours of the University of British Columbia. Blue and gold have been retained as the official colours of the University of Victoria. The motto at the top of the Arms of the University, in Hebrew characters, is "Let there be Light"; the motto at the bottom, in Latin, is "A Multitude of the Wise is the Health of the World."

# Principal Officers and Governing Bodies

The following were the university's principal officers and members of its governing bodies as of January 1, 2011.

### Chancellor
*Murray Farmer, BA*

### President and Vice-Chancellor
*David H. Turpin, 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
*Valerie Kuehne, BScN, MEd, MA, PhD*

### Board of Governors
### Ex Officio Members
*Chancellor Murray Farmer, BA*
*President and Vice-Chancellor David H. Turpin, BSc, PhD, FRSC*

### Members Appointed by the Lieutenant Governor in Council
*Susan Mehinagic, BCom, LLB, FCA (Chair)*
*Jane Butler McGregor, BA*
*Tony Gage, BA, MBA, CFA*
*Michael Kennedy, BSc*
*Erich Mohr, PhD, RPsych*
*Raymond Protti, BA, MA*
*Beverly Van Ruyven, BA*

### Members Elected by the Faculty Members
*Eric Sager, BA, PhD*
*Barbara Whittington, BA, MSW*

### Members Elected by the Student Associations
*James Coccola*
*Kelsey Hannan*

### Members Elected by and from full-time Employees of the University who are not Faculty Members
*Christopher Petter*

### Secretary
*Julia Eastman, BA, MA, PhD, University Secretary*

### Senate
### Ex Officio Members
*Chancellor, Murray Farmer, BA*
*President and Vice-Chancellor, David Turpin, BSc, PhD, FRSC (Chair)*
*V.P. Academic & Provost, Reeta Tremblay, BA, MA, MPhil, PhD*
*V.P. Research, Howard Brunt, BA, ADN, MScN, PhD*
*Dean of Business, Ali Dastmalchian, BSc, MSc, PhD*
*Dean of Education, Ted Riecken, BA, MEd, EdD*
*Dean of Engineering, Thomas Tiedje, BASc, MSc, PhD, PEng, FRSC*
*Dean of Continuing Studies, Maureen MacDonald, BA, LLB, MBA, PhD*
*Dean of Fine Arts, Sarah Blackstone, BA, MA, PhD*
*Dean of Graduate Studies, Aaron Devor, BA, MA, PhD*

*Dean of Humanities, John Archibald, BA, MA, TESL Cert., ARCT, ATCL, PhD*
*Dean of Human and Social Development, Mary Ellen Purkis, BSN, MSc, PhD*
*Dean of Law, Donna Greschner, BCom, LLB, BCL*
*Dean of Science, Robert Lipson, BSc, MSc, PhD*
*Dean of Social Sciences, Peter Keller, BA, MA, PhD*
*University Librarian, Marnie Swanson, BA, BLS (Vice-Chair)*

## Members Elected by the Individual Faculties

**Business**
*Kenneth Thornicroft, LLB, PhD*
*Richard Wolfe, BA, MBA, MA, PhD*

**Education**
*Alison Preece, BA, MA, PhD*
*Geraldine Van Gyn, BA, MSc, PhD*

**Engineering**
*Micaela Serra, BSc, MSc, PhD*
*Peter Wild, BASc, PhD, PEng*

**Fine Arts**
*Patricia Kostek, BSc, MM*
*Jan Wood, BFA*

**Graduate Studies**
*John Dower, BSc, PhD*
*Annalee Lepp, BA, MA, PhD*

**Human and Social Development**
*Gerhard Brauer, BA, MA, EdD*
*Debra Sheets, BA, BSN, MSN, PhD*

**Humanities**
*Jamie Dopp, BA, MA, PhD*
*Cedric Littlewood, BA, MA, DPhil*

**Law**
*Mark Gillen, BCom, MBA, LLB, LLM*
*Robert Howell, LLB, LLM*

**Science**
*Jay Cullen, BSc, PhD*
*Adam Monahan, BSc, MSc, PhD*

**Social Sciences**
*Ian Walker, BSc, PhD*
*Margot Wilson, BA, MA, MA, PhD*

## Members Elected by the Faculty Members

*Robert Anthony, BA, MA, PhD*
*Doug Baer, BES, MA, PhD*
*Sikata Banerjee, BA, MA, PhD*
*Sara Beam, BA, MA, PhD*
*Robert Burke, BSc, PhD*
*Gordon Fulton, BA, MA, PhD*
*Lynda Gammon, BA, MFA*
*Kathy Gillis, BSc, PhD*
*David Harrington, BSc, PhD*
*Tim Haskett, BA, MA, PhD*
*Michael Webb, BA, MSc, PhD*
*Lorna Williams, BGS, Med, PhD*

## Members Elected by the Student Association

*Andrew Allen (EDUC)*
*José Barrios (SOSC)*
*Jenn Bowie (HUMA)*
*Carley Coccola (SOSC)*
*Tanille Johnston (HUMA)*
*Laura MacLeod (SOSC)*
*Kalin McCluskey (GRAD)*
*Heather McKenzie (SCIE)*
*Mehak Mehra (BUSI)*
*Gordon Ruby (GRAD)*
*Manpreet Sall (ENGR)*
*Rajpreet Sall (HUMS)*
*Geoff Sharpe (SOSC)*
*Andrew Wade (FINE)*
*Mark Walsh (LAW)*
*Leanne Wiltsie (GRAD)*

## Members Elected by the Convocation (Terms expire December 31, 2011)

*Kathleen Barnes, BA*
*Betty Clazie, BMus, BA, MA*
*Larry Cross, BEd*
*Gail Flitton, BA*

## Additional Members

*Oscar Casiro, MD, FRCPC, Head, Division of Medical Sciences*
*Rebecca Raworth, BA, ML, Elected by the Professional Librarians*
*Alicia Ulysess, BA, MA, Continuing Sessional*

## Secretary of Senate

*Julia Eastman, BA, MA, PhD, University Secretary*

## By Invitation with Speaking Rights

*James Dunsdon, BEd, MBA, Associate Vice-President Student Affairs*
*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

*Lisa Hill (Chair)*
*Gayle Gorill, BBA, CA, CBV*
*Robert Miller, CA, BA*
*Carolyn Thoms, CA, CFA*

### Officers

*President: David H. Turpin, BSc, PhD, FRSC*
*Treasurer: Murray Griffith, BA, CMA*
*Secretary: Julia Eastman, BA, MA, PhD*

## University of Victoria Foundation

### Members of the Board

*Lisa Hill (Chair)*
*Gayle Gorill, BBA, CA, CBV (ex officio)*
*Fiona Hunter, BA, LLB, LLM*
*Robert Miller, CA, BA*
*Michael Mills, FIA, FCIA*
*André Rachert, BA, MA, LLB*
*Andrew Turner, BComm*
*Carolyn Thoms, CA, CFA*
*President David H. Turpin, BSc, PhD, FRSC (ex officio)*
*Richard Weech, CA, CFA (Vice-Chair)*

### Officers

*Interim President: Stephanie Rowe, BSc, MBA*
*Treasurer: Kristi Simpson, BA, CA*
*Secretary: Julia Eastman, BA, MA, PhD*

# Faculty and Staff Emeritus and Honorary Degree Recipients

## Chancellors Emeritus

*Ronald Lou-Poy, CM, QC, BCom, LLB, Hon LLD*
*William Gibson, BA, MSc, MD, DPhil, LLD, FRCP*
*Ian McTaggart-Cowan, OC, BA, PhD, LLD, DEnvSt, DSc, FRSC*
*Norma Mickelson, CM, OBC, BEd, MA, PhD*
*The Honourable Robert Rogers, OC, KStJ, CD, OBC, Hon LLD (S Fraser), Hon DScM (RRMC), Hon LLD (UVic), Hon LLD (Brit Col)*

## Presidents Emeritus

*Howard E. Petch, BSc, MSc, PhD, DSc, LLD, FRSC*
*David Strong, BSc, MSc, PhD, FRSC*

## Faculty, Senior Instructors and Librarians Emeritus 2010-2011

*Bachor, Daniel, BEd, MSc (Calg), PhD (Tor)*
*Ferguson, Donald, BA, MA, PhD (Tor)*
*Fleming, Thomas, BA, MA (UVic), PhD (Ore)*
*Gallagher, Elaine, BSc (Windsor), MSc (Duke), PhD (S Fraser)*
*Garrett, Christopher, BA, PhD (Cantab), FRS, FRSC*
*Hultsch, David, BA (Lycoming Coll), MA, PhD (Syr)*
*Levie, Paul, BA, CA*
*Lonergan, Stephen, BSc (Duke), MA, PhD (Penn)*
*Miller, Carole, BA, MEd (Pitt)*
*Protti, Denis, BSc (Alberta), MSc (Man)*
*St. Peter, Christine, BA (Tor), MA (York), PhD (Tor)*
*Tuller, Stanton, BA (Ore), MA, PhD (Calif, LA)*
*Turner, David, LLB (Sheffield), DipSW and Admin (Oxford)*
*Vandenberg, Don, BSc (Leth), MSc (UVic), PhD (ANU), FRSC*
*Wenger, Howard, BPE, MPE (Brit Col), PhD (Alta)*
*Zwicky, Jan, B.A. (Calgary), MA, PhD (Toronto)*

## Honorary Degree Recipients 2010

*Cooper, Marie (SWETALIYE), DEd, June 2010*
*Dodge, David A., LLD, June 2010*
*Hughes, Linda Jean, LLD, June 2010*
*Kalman, Harold David, LLD, June 2010*
*Watson, M. Jean, DSN, November 2010*
*Watt-Cloutier, Sheila, LLD, November 2010*
*Riddell, Norman, LLD, November 2010*
*Marsden, Lorna R., LLD, November 2010*
*Lynch, Kevin Gordon, LLD, November 2010*

# University Regalia

## Chancellor

| | |
|---|---|
| Gown | purple corded silk, trimmed with purple velvet and gold braid |
| Headdress | Tudor style in purple velvet with gold cord trim |

## President

| | |
|---|---|
| Gown | royal blue corded silk, trimmed with blue velvet and gold braid |
| Headdress | Tudor style in blue velvet with gold cord trim |

## Chancellor Emeritus

| | |
|---|---|
| Gown | purple corded silk, with gold velvet panels and trimmed with purple velvet strips edged with gold piping |
| Headdress | Tudor style in purple velvet with gold cord trim |

## President Emeritus

| | |
|---|---|
| Gown | royal blue corded silk, with gold velvet panels and trimmed with blue velvet strips edged with red piping |
| Headdress | Tudor style in blue velvet with gold cord trim |

## Board of Governors

### Chair

| | |
|---|---|
| Gown | traditional (Canadian) bachelor's style in black wool blend with front facings and sleeve linings in gold silk |
| Headdress | Black cloth mortarboard with black silk tassel or Tudor style in black velvet with gold cord |

### Member

Headdress and gown as above, but with front facings in black

## Honorary Doctorate of Laws (Hon LLD)

| | |
|---|---|
| Gown | Cambridge (Doctor of Music) pattern, scarlet wool broadcloth, trimmed with blue-purple silk taffeta |
| Hood | Aberdeen pattern, outside shell of scarlet wool broadcloth, lined with blue-purple silk taffeta |
| Headdress | Tudor style in black velvet with red cord trim |

## Honorary Doctorate

| | |
|---|---|
| Gown | Cambridge (Doctor of Music) pattern, scarlet wool, front facings and sleeve lining of black silk taffeta |
| Hood | Aberdeen pattern, outside shell of black wool, lined with silk taffeta in a solid colour with a one inch band of black velvet on the outside edge |
| | - HonDLitt: white |
| | - HonDMus: pink |
| | - HonDEd: blue |
| | - HonDSc: gold |
| | - HonDEng: orange |
| | - HonDSN: apricot |
| | - HonDFA: green |
| Headdress | Tudor style in black velvet with red cord trim |

## Bachelors

| | |
|---|---|
| Gown | traditional (Canadian) bachelor's style, in black |
| Hood | Aberdeen pattern (BA, BSc, and BEd, without neckband and finished with two cord rosettes; all others with mitred neckpiece), outside shell of silk taffeta in a solid colour, lined with identical material. Faculty colours are as follows: |
| | - BA: scarlet |
| | - BFA: green |
| | - BCom: burgundy |
| | - BMus: pink |
| | - BSc: gold |
| | - BSN: apricot |
| | - BEd: blue |
| | - BSW: citron |
| | - BCYC: turquoise |
| | - BEng: orange |
| | - BSEng: pale yellow |
| | - JD/LLB: blue-purple |
| Headdress | standard black cloth mortarboard with black silk tassel |

## Masters

| | |
|---|---|
| Gown | traditional (Canadian) Master's style in black. |
| Hood | similar in design and colour to the respective bachelor's hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are: |
| | - MASc: orange MPA: russet |
| Headdress | standard black cloth mortarboard with black silk tassel |

## Doctors

| | |
|---|---|
| Gown | Cambridge style, black silk, front facings and sleeve linings of scarlet silk |
| Hood | Oxford Doctor's Burgon shape, shell of scarlet silk, lined with blue silk, border of gold silk |
| Headdress | black velvet mortarboard with red tassel fastened on left side |

*NOTE: On ceremonial occasions, participants without degrees wear the standard black undergraduate cap and gown as described above for bachelors.*

# Statistics

Source: Institutional Planning & Analysis. See <www.inst.uvic.ca> for more information.

| University of Victoria Enrolments | | | | | |
|---|---|---|---|---|---|
| | **2009-10** | | | **2010-11** | |
| | **Summer** | **Fall** | **Spring** | **Summer** | **Fall** |
| **UNDERGRADUATE PROGRAMS ENROLMENTS** | | | | | |
| **Faculty of Business** | 470 | 880 | 720 | 507 | 843 |
| **Faculty of Education** | 266 | 1,065 | 971 | 427 | 1,168 |
| **Faculty of Engineering** | 777 | 1,266 | 1,209 | 779 | 1,319 |
| **Faculty of Fine Arts** | 379 | 1,292 | 1,230 | 350 | 1,257 |
| **Faculty of Human and Social Development** | 984 | 1,468 | 1,663 | 1028 | 1,478 |
| **Faculty of Humanities** | 707 | 2,625 | 2,532 | 780 | 2,507 |
| **Faculty of Law** | 119 | 381 | 356 | 98 | 392 |
| **Faculty of Science** | 945 | 2,822 | 2,678 | 890 | 2,904 |
| **Faculty of Social Sciences** | 1,609 | 4,587 | 4,474 | 1,642 | 4,875 |
| **Medical Sciences** | 84 | 89 | 122 | 99 | 120 |
| **Total Undergraduate Programs** | **6,340** | **16,475** | **15,955** | **6,600** | **16,863** |
| **GRADUATE STUDIES ENROLMENTS** | | | | | |
| **Peter B. Gustavson School of Business** | 118 | 108 | 108 | 105 | 138 |
| **Faculty of Education** | 477 | 444 | 417 | 433 | 421 |
| **Faculty of Engineering** | 309 | 361 | 353 | 329 | 366 |
| **Faculty of Fine Arts** | 67 | 102 | 99 | 61 | 110 |
| **Faculty of Human and Social Development** | 524 | 689 | 648 | 585 | 775 |
| **Faculty of Humanities** | 195 | 266 | 251 | 212 | 257 |
| **Faculty of Law** | 26 | 36 | 35 | 33 | 46 |
| **Faculty of Science** | 324 | 375 | 372 | 351 | 399 |
| **Faculty of Social Sciences** | 335 | 466 | 451 | 393 | 489 |
| **Interdisciplinary Studies or Unknown** | 11 | 11 | 15 | 47 | 40 |
| **Medical Sciences** | 0 | 0 | 0 | 0 | 1 |
| **Total Graduate Studies** | **2,386** | **2,858** | **2,749** | **2,549** | **3,041** |

| Students New to UVic | | | | | |
|---|---|---|---|---|---|
| **Origin** | **2009-10** | | | **2010-11** | |
| | **Summer** | **Fall** | **Spring** | **Summer** | **Fall** |
| **Alberta** | 40 | 547 | 75 | 40 | 534 |
| **British Columbia** | 196 | 3,101 | 440 | 205 | 2,974 |
| **Manitoba** | 5 | 57 | 7 | 6 | 50 |
| **New Brunswick** | 3 | 22 | 1 | 3 | 15 |
| **Newfoundland and Labrador** | 5 | 12 | 5 | 2 | 14 |
| **Nova Scotia** | 8 | 45 | 8 | 11 | 39 |
| **Northwest Territories** | — | 6 | 10 | — | 9 |
| **Nunavut** | — | — | — | — | — |
| **Ontario** | 45 | 337 | 59 | 34 | 359 |
| **Prince Edward Island** | 4 | 6 | 1 | 2 | 3 |
| **Quebec** | 9 | 66 | 21 | 11 | 58 |
| **Saskatchewan** | 5 | 47 | 9 | 11 | 57 |
| **Yukon** | 1 | 13 | 1 | — | 13 |
| **Subtotal Canada** | **321** | **4,259** | **637** | **325** | **4,125** |
| **Other Countries** | 45 | 182 | 28 | 25 | 217 |
| **Unknown** | 114 | 468 | 157 | 66 | 576 |
| **Total** | **480** | **4,909** | **822** | **416** | **4,918** |

| Undergraduate Degrees Awarded | | | | | |
|---|---|---|---|---|---|
| | 2008-09 | | 2009-10 | | 2010-11 |
| | Fall | Spring | Fall | Spring | Fall |
| **Bachelor of Arts (BA)** | 306 | 928 | 296 | 867 | 328 |
| **Bachelor of Child and Youth Care (BCYC)** | — | 43 | 31 | 28 | 33 |
| **Bachelor of Commerce (BCOM)** | 152 | 55 | 155 | 55 | 158 |
| **Bachelor of Education (BEd)** | 19 | 194 | 13 | 204 | 15 |
| **Bachelor of Engineering (BEng)** | 62 | 88 | 47 | 97 | 48 |
| **Bachelor of Fine Arts (BFA)** | 23 | 88 | 9 | 86 | 18 |
| **Bachelor of Laws (LLB)** | 9 | 115 | 10 | 100 | — |
| **Juris Doctor (JD)** | — | — | — | — | 19 |
| **Bachelor of Music (BMus)** | 4 | 31 | 4 | 48 | 6 |
| **Bachelor of Nursing (BSN)** | 60 | 226 | 63 | 259 | 54 |
| **Bachelor of Science (BSc)** | 161 | 574 | 139 | 569 | 151 |
| **Bachelor of Social Work (BSW)** | 49 | 86 | 48 | 99 | 50 |
| **Bachelor of Software Engineering (BSEng)** | 8 | 7 | 5 | 8 | 5 |
| **Certificate (CERT)** | 7 | 14 | 5 | 7 | 4 |
| **Diploma (DIPL)** | 15 | 30 | 19 | 21 | 34 |
| **Professional Specialization Certificate (PSC)** | 6 | 13 | 8 | 6 | 11 |
| **Total** | **881** | **2,492** | **852** | **2,454** | **934** |

| Graduate Degrees Awarded | | | | | |
|---|---|---|---|---|---|
| | 2008-09 | | 2009-10 | | 2010-11 |
| | Fall | Spring | Fall | Spring | Fall |
| **Master of Arts (MA)** | 68 | 65 | 83 | 94 | 119 |
| **Master of Applied Science (MASc)** | 13 | 10 | 15 | 14 | 12 |
| **Master of Business Administration (MBA)** | 4 | 47 | 5 | 41 | 2 |
| **Master of Education (MEd)** | 67 | 49 | 59 | 51 | 58 |
| **Master of Engineering (MEng)** | 1 | 1 | 1 | 1 | 2 |
| **Master of Fine Arts (MFA)** | 1 | 7 | 2 | 13 | — |
| **Master of Laws (LLM)** | 1 | 1 | 3 | 5 | 1 |
| **Master of Music (MMus)** | — | 6 | 1 | 11 | 1 |
| **Master of Nursing (MN)** | 20 | 9 | 33 | 14 | 22 |
| **Master of Public Administration (MPA)** | 14 | 43 | 15 | 21 | 26 |
| **Master of Science (MSc)** | 35 | 56 | 47 | 64 | 50 |
| **Master of Social Work (MSW)** | 1 | 2 | 1 | 6 | 3 |
| **Doctor of Philosophy (PHD)** | 27 | 51 | 31 | 55 | 39 |
| **Diploma (DIPL)** | — | — | — | — | 26 |
| **Professional Specialization Certificate (PSC)** | 25 | — | 22 | — | 46 |
| **Total** | **277** | **347** | **318** | **390** | **407** |

THE UNIVERSITY OF VICTORIA

# Key Contacts at UVic

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| PhD Program | 250-721-6067 | 250-721-6060 |
| MGB Program | 250-721-7066 | 250-721-6433 |
| Faculty of Education Advising | | |
| BEd Programs | 250-472-4641 | 250-721-7877 |
| BA and BSc Programs | 250-721-6601 | 250-721-6554 |
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| BSEng Program | | 250-721-6023 |
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| TBA | 250-721-6265 | 250-721-6000 |
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| Mr. Jim Forbes, Director | 250-721-8553 | 250-721-8310 |
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| Mr. Lance Grant | 250-721-8778 | 250-721-6399 |
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| Computer Help Desk: | | |
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| Dr. Leslie Brown, Associate Dean Research. . . . | 250-721-7067 | 250-853-3247 |
| Humanities: | | |
| Dr. John Archibald, Dean . . . . . . . . . . . . . . | 250-721-7059 | 250-472-4677 |

| | | |
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| Prof. D. Heather Raven, Associate Dean Academic & Student Relations . | 250-721-6390 | 250-721-8152 |
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| Dr. Margot Wilson, Associate Dean Research & outreach . . . . . . . . . . . . . . . . . . . . . . . | 250-472-4583 | 250-472-4901 |
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| Bamfield Marine Sciences Centre: | | |
| Dr. Bradley Anholt, Director . . . . . . . . . . . . | 250-728-3452 | 250-728-3301 |
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| Dr. Abdul Roudsari. . . . . . . . . . . . . . . . . . | 250-472-4751 | 250-721-8576 |
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| Dr. Lloyd Howard . . . . . . . . . . . . . . . . . . . | 250-721-6608 | 250-721-7413 |
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