

Contents

| | | | | | |
|--|-----------|--|---|--|--|
| Protection of Privacy | 2 | Programs of Study | 15 | Internet | |
| Notification of Disclosure | 2 | Bachelor in | | Timetables, registration and other information | |
| Important Dates & Deadlines | 3 | Child and Youth Care Degree Program | 15 | are available on UVic's information service | |
| Distance Learning Through the University of Victoria | 4 | Bachelor of Science in Nursing Distance Program | 21 | UVICINFO. To access this information via the | |
| How to Use this Guide | 4 | Bachelor of Social Work Distance Program | 24 | Internet the URL is: | |
| General Information | 4 | Master of Arts in Community Development | 28 | General UVic info: http://www.uvic.ca/ | |
| Summer Session | 4 | Masters in Education | 29 | Undergraduate Admissions http://registrar.uvic.ca/ | |
| How Distance Learning & Immersion Courses Work at UVic | 4 | Master of Science in Health Information Science | 30 | Undergraduate Records http://registrar.uvic.ca/ | |
| Questions & Answers About Admission & Registration | 5 | Master of Nursing Distance Program | 31 | Graduate Admissions and Records http://registrar.uvic.ca/grar/ | |
| How Do I Enroll in a Distance Learning or Immersion Credit Course? | 5 | Master of Public Administration MPA (Online) | 32 | Student Awards and Financial Aid http://registrar.uvic.ca/safa/ | |
| Where Do I Obtain Advice Concerning a Program or Course? | 5 | Masters in Public Health and Graduate Diploma in Public Health | 37 | Enquiries regarding specific program areas or matters should be addressed to the appropriate office below: | |
| What is Admission? | 5 | Graduate Professional Certificates | 35 | Accounting — Fees (250) 721-7032 | |
| How Do I Apply for Admission//Reregistration? | 5 | MSW Programs School of Social Work | 38 | Toll Free 1-800-663-5260 | |
| What is Registration? | 6 | Continuing Studies in Education (CSIE) Courses and Program | 43 | Undergraduate Admissions | |
| How Do I Register for Credit Courses? | 6 | Specialization Certificate and Diploma Programs (Education) | 44 | All Faculties, Schools & Programs, except Law, & Graduate Studies (250) 721-8121 | |
| Undergraduate English Requirement | 6 | Cultural Resource Management Program | 45 | Registration Questions (250) 721-8142 | |
| Grades | 7 | Restoration of Natural Systems Program | 48 | Bookstore (250) 721-8311 | |
| Standing | 7 | Native Species and Natural Processes Program | 50 | Business Administration (250) 721-8072 | |
| How Do I Withdraw from the University? | 8 | Diploma Programs | | CACE (250) 721-7860 | |
| If I Am Entering My Final Year, How Do I Apply for Graduation? | 9 | Local Government Management | 51 | CBIS (250) 721-8072 | |
| What Do I Do If I Can't Use the Online Registration System? | 9 | Public Relations | 58 | Child and Youth Care Distance Program (250) 721-6278 | |
| When Do I Register? | 9 | Public Sector Management | 51 | Community Development (250) 721-6446 | |
| Courses with Non-Standard Dates | 10 | Professional Specialization Certificates | 35, 44 | Continuing Studies in Education (250) 721-6192 | |
| Course Changes/Addts & Drops | 10 | Certificate Programs | | Education, Counselling M.Ed. & Special Education Certificate and Diploma Programs (250) 721-7875 | |
| How will I Know If my Registration has been Processed? | 10 | Adult and Continuing Education (CACE) | 54 | Cultural Resource Management Program (250) 721-6119 | |
| How Do I Make a Change of Address or Name? | 11 | Business Administration | 55 | English Department (250) 721-7236 | |
| Fee Regulations | 11 | Computer Based Information Systems | 56 | Financial Aid/Awards (250) 721-8423 | |
| What are the Fee Regulations Governing Distance Education and Immersion Courses? | 11 | Environmental and Occupational Health | 57 | Graduate Admissions & Records (250) 721-8717 | |
| Student Services | 14 | On-line Courses | 58 | Health Information Science (250) 721-6459 | |
| What Student Services Can I Use? | 14 | Distance Learning at Other BC Universities | 59 | Health Sciences & Public Relations Programs (250) 721-6129 | |
| Bookstore | 14 | Glossary | 60 | Library Resources (250) 721-6488 | |
| Library Resources | 14 | Directory | 61 | Nursing Distance Program (250) 721-6470 | |
| Student Awards and Financial Aid | 14 | Index | 62 | Public Administration (Online) MPA (250) 721-8055 | |
| | | Campus Map | www.uvic.ca/maps | Public Administration Diploma Program (250) 721-8074 | |
| | | Enquiries | | Restoration of Natural Systems and Natural Species and Natural Process Program (250) 721-8463 | |
| | | Admissions — Undergraduate | | Social Work Distance Program (250) 721-8036 | |
| | | (new students) (250) 721-8121 | | Thompson Rivers University (604) 431-3300 | |
| | | Records — Undergraduate | | (TRU-OL) 1-800-663-9711 | |
| | | (returning students) (250) 721-8121 | | | |
| | | Student Awards & Financial Aid | (250) 721-8423 | | |
| | | Office of the Registrar, Student Affairs | | | |
| | | University of Victoria, P.O. Box 3025, STN CSC | | | |
| | | Victoria, BC V8W 3P2 Fax (250) 721-6225 | | | |
| | | Undergraduate Admissions and Records | | | |
| | | University Centre, Main Floor | | | |
| | | Monday–Friday, 8:30 a.m.–4:00 p.m. | | | |

The University of Victoria is a partner in the Open University System of British Columbia
 Guide preparation by Liliane Morgan,
 Office of the Registrar, Student Affairs

Protection of Privacy and Access to Information

The University of Victoria collects the personal information on its forms pursuant to the University Act, RSBC 1996, c. 468 and section 26 of the Freedom of Information and Protection of Privacy Act. The information you provide is used for the purposes of admission, registration and other decisions on your academic status and may be provided to the relevant students' society and alumni association. The information may also be used for research purposes but in those cases, individual identities will not be disclosed. For more details on how the information is used, contact the Office of the Administrative Registrar or read UVic policy 4400, Access to Student Records at: <http://registrar.uvic.ca>. If you wish to have information on the status of your application released to a friend or relative you must provide written permission to Undergraduate Records.

AGREEMENT ON TRANSFER OF INFORMATION TO THE UNIVERSITY OF VICTORIA STUDENTS' SOCIETY

Under the Society Act, the UVic Students' Society must keep a register of its members. The Society's only source of this information is from the University of Victoria student registration information. It is necessary, therefore, that UVic provide your name and address to the Society. Further, as the only efficient and effective means of communications with its members is by e-mail, and as UVic provides every undergraduate student with an e-mail address, UVic will provide your UVic e-mail address to the Society. You may contact the Society's Information Booth in the Student Union Building if you wish to have your e-mail id deleted from the Society's e-mail distribution list.

Notification of Disclosure of Personal Information to Statistics Canada

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

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand "outcomes". In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduate. Institutions collect and provide to Statistics Canada, 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 federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used can ask Statistics Canada to remove their identifying information from the national database. On request by a student, Statistics Canada will delete an individual's contact information (name, address, or other personal identifies) from the ESIS database. To make such a request, please contact Statistics Canada:

Via telephone

Monday to Friday
8:00 a.m. to 5:00 p.m. EST/EDST
1-613-951-1666

Via mail

Post-Secondary Education and Adult Learning Section
Centre for Education Statistics
Statistics Canada
Jean Talon Building
1-B-9 Tunney's Pasture
Ottawa, ON K1S 0T6

Via e-mail

Esis-siae_contact@statcan.ca

Further details on the use of this information can be obtained from the Statistics Canada website <http://www.statcan.ca/english/concepts/ESIS/index.htm>

Important Standard Dates and Deadlines

Winter Session — First Term

September 2011

| | |
|--------------|---|
| 05 Monday | Labour Day * |
| 07 Wednesday | First term classes begin for all Faculties |
| 20 Tuesday | Last day for 100% reduction of tuition fees for first-term and full-year courses. |
| 24 Saturday | Last day for adding courses which begin in the first term. |
| 30 Friday | Last day for paying first-term fees without penalty |

October 2011

| | |
|------------|--|
| 10 Monday | Thanksgiving Day * |
| 11 Tuesday | Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date. |
| 31 Monday | Last day for withdrawing from first-term courses without penalty of failure |

November 2011

| | |
|--------------|------------------------------------|
| 09 Wednesday | Fall Convocation & Reading Break * |
| 10 Thursday | Fall Convocation & Reading Break * |
| 11 Friday | Reading Break & Remembrance Day * |

December 2011

| | |
|---------------|--|
| 01 Thursday | Deadline to apply to graduate for Spring convocation |
| 02 Friday | Last day of classes in first term (except Human and Social Development. Human and Social Development to be announced) |
| 05 Monday | First term examinations begin (except Human and Social Development. Human and Social Development to be announced) |
| 19 Monday | First term examinations end for all Faculties |
| 25 Sunday | Christmas Day * |
| 26 Monday | Boxing Day * |
| 25 Dec-02 Jan | University Closed * |

Winter Session — Second Term

January 2012

| | |
|--------------|---|
| 01 Sunday | New Year's Day * |
| 04 Wednesday | Second term classes begin in all Faculties |
| 17 Tuesday | Last day for 100% reduction of second-term fees |
| 21 Saturday | Last day for adding courses which begin in the second term. |
| 31 Tuesday | Last day for paying second-term fees without penalty |

February 2012

| | |
|---------------|---|
| 07 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

April 2012

| | |
|--------------|--|
| 05 Thursday | Last day of classes in the second term (except Faculty of Human and Social Development. Faculty of Human and Social Development to be announced) |
| 06 Friday | Good Friday * |
| 09 Monday | Easter Monday * |
| 10 Tuesday | Examinations begin for all faculties (except Faculty of Human and Social Development. Faculty of Human and Social Development to be announced) |
| 25 Wednesday | Examinations end for all Faculties |

End of Winter Session

NOTE: * Classes are cancelled on all statutory holidays and during reading breaks. Administrative office and academic departments are closed on statutory holidays. Holidays, which fall on a weekend, are observed on the next available weekday, normally Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

Distance Learning Through the University of Victoria

The Distance Learning and Immersion Course Guide provides essential information to a wide cross-section of the population who prefer to use alternative methods of participating in programs and courses. While many of these people may be “learning at a distance” many are not; they simply prefer the convenience of using a more flexible method of learning which allows them freedom as to when and where they study.

The University of Victoria offers a wide selection of courses and programs that are delivered by non-traditional methods including degree completion programs, continuing professional education and non-credit independent study. The University has focused particularly on programs relevant to certain practicing professions:

- Bachelor in Child & Youth Care
- Bachelor of Science in Nursing
- Master in Health Informatics
- Master of Nursing
- Master of Public Health
- Bachelor of Social Work
- Masters in Public Administration (Online)
- Master in Community Development
- Master of Social Work with Indigenous Specialization
- Masters in Education
- Education Degree Completion
- Double degrees: Master of Nursing and Master of Health Information Science
- Diploma Program in Cultural Resource Management
- Diploma Program in Local Government Management
- Diploma Program in Public Relations
- Diploma Program in Public Sector Management
- Certificate in Adult and Continuing Education
- Certificate Program in Business Administration
- Certificate Program in Computer Based Information Systems
- Certificate Program in Environmental and Occupational Health
- Certificate Program in Restoration of Natural Systems

- Graduate Professional Certificate in Cultural Heritage Studies
- Graduate Professional Certificate in Library Sector Leadership
- Graduate Certificate and Diploma in Evaluation
- Professional Specialization Certificate in Aboriginal Language Revitalization
- Professional Specialization Certificate in Collections Management
- Professional Specialization Certificate in Cultural Sector Leadership
- Professional Specialization Certificate in Heritage Conservation Planning
- Professional Specialization Certificate in Local Government Management
- Professional Specialization Certificate in Performance Management
- Professional Specialization Certificate in Public Policy and Governance
- Professional Specialization Certificate in Public Sector Management
- Professional Specialization Certificate in School Management and Leadership
- Professional Specialization Certificate in Teaching English as a Foreign Language
- Professional Specialization Certificate in Teaching French Immersion
- Professional Specialization Certificate in Voluntary and Nonprofit Sector Management

The University of Victoria has pioneered a number of different approaches to delivering courses for students looking for more flexible methods of studying for a degree, diploma or certificate. Most courses are offered ‘online’. In these courses, students study the same course topics and materials as on campus students but interact with their instructors and classmates through online discussions by posting ideas and receiving feedback or through real-time web conferencing. In addition, summer institutes and short immersion courses are used to provide additional options. This approach provides people with a far more flexible means of studying than the traditional classroom method.

SUMMER SESSION

We would like to suggest that, as learning is a continuing process, you may also be interested in taking courses in the summer (May–August) session. A listing of courses offered to distance students is available in the University of Victoria’s Summer Session Guide registrar.uvic.ca/summer.

We hope that if you use one or more of the approaches outlined in this Guide you will obtain full benefit from them. We also hope that you will contact us with suggestions for ways in which we can improve this service.

We sincerely hope you have a successful year of learning with the University of Victoria.

How to Use this Guide

GENERAL INFORMATION

The front section contains academic regulations and deadlines, fees, campus resources and services available to distance students, and registration policies and procedures.

PROGRAM DESCRIPTIONS

The centre section (pages 15–58) contains descriptions of all distance programs and courses offered by the University of Victoria.

COURSE TIMETABLE

Access the online Timetable at <http://www.uvic.ca/timetable>

REGISTRATION PROCEDURE

http://registrar.uvic.ca/undergrad/registration/undergrad_reg_guide.html

How Distance Learning and Immersion Courses Work at UVic

Degree completion, professional development and personal enrichment courses, and flexible study are major assets of the University of Victoria’s distance learning and immersion credit programs. In addition, the University of Victoria prides itself on the rigor and high quality of its non-traditional courses, which are equal to, and often models for, on-campus offerings. You will study with excellent instructors from the University and professional practice who are committed to their subjects and to access for non-traditional students, and you will meet, electronically or in person, other students who share your interest in learning.

Distance students are usually adults with professional, career, and family responsibilities who cannot attend on campus at regular hours or are in remote locations distant from colleges or universities. They usually have

professional skills and experience and a commitment to professional development and career mobility. They are confident, self-directed, highly motivated, interested in exploring ideas with others, and able to make a valuable contribution to learning groups in which the instructor is a facilitator as well as teacher. The distance and immersion courses offered by the University of Victoria give these people a variety of course and program options using innovative adult education and distance teaching techniques.

These courses are developed and taught by UVic faculty or by practicing professionals. The instructor's notes and directions are presented on the course website and guide students through the course themes and topics, assignments and learning activities. A course pack includes required reading for the course. Online interactions are usually a large part of the course experience. The course instructor creates and facilitates discussion topics and other online activities. The distance education librarian provides library materials or assistance with researching course topics.

In some areas, practicum courses are offered. Off- and on-campus learning can be blended in many programs, giving students a wide range of options for access. Students are supported in their study by helpful, caring and efficient staff in the program areas as well as in the Bookstore and through the Distance Education Onlinehelp Desk.

While students may be isolated by circumstances or geographic distance, they can rely on a learning experience as rich and full as traditional on-campus learning, and will connect with a network of people with similar interests for lively and stimulating discussions and professional contacts.

Immersion courses are offered on campus in Victoria, or at other provincial sites, in several formats including two-day or weekend workshops separated by intervals for reading and assignments, eight-or nine-day intensive courses with pre- and post-course assignments, and summer immersion courses of three to eight weeks' duration. These courses are frequently used to teach special topics in a field or profession and may often be taken for credit or as non-credit professional development

Students in on-campus immersion courses have access to special classroom, laboratory, and computer facilities, as well as the library and bookstore, and on-campus accommodation and athletic and recreational facilities in the case of summer institutes.

As with the distance courses, immersion courses are convenient for busy professionals and people living beyond the major urban areas. Students have the opportunity to study with leading content specialists from around North America and to network with other interested and informative professionals and students. In addition, this format offers the acknowledged benefits of immersion to enhance learning of theory and practice.

University of Victoria distance learning and immersion students have expressed a high degree of satisfaction with the content, teaching, and delivery of these courses and programs, and with the support they receive as off-campus students. The results have had a positive influence on their careers while providing minimal disruption to their personal and professional lives.

Please turn to the information about individual programs for more detail about their unique offerings. This Guide also provides a Questions and Answers section about Admission, Registration, Fees, and Student Services and a comprehensive guide to the Registration System. More information is available in the Continuing Studies Programs (Community Education and Professional Development) Calendar, the Summer Session Guide, the University of Victoria Calendar, and from the program areas listed in this Guide.

Please also refer to the student information listed throughout our Distance Education Website at: <http://distance.uvic.ca/>

Questions & Answers About Admission & Registration

HOW DO I ENROLL IN A DISTANCE LEARNING OR IMMERSION CREDIT COURSE?

1. If you have never registered in or completed a credit course at UVic, you need to apply for admission. If you have registered and remained in one or more credit courses but have not been registered in credit courses in the past year, you need to submit an Undergraduate Reregistration Application online at www.registrar.uvic.ca/undergrad/records/forms/forms.html.
2. You need to register in specific courses and pay fees as instructed.

Please note that these are separate processes.

WHERE DO I OBTAIN ADVICE CONCERNING A PROGRAM OR COURSE?

Applicants are urged to seek advice from the program area offering the course(s) or program in advance of the dates of registration. Students taking off-campus courses are governed by the academic regulations published in the University Calendar. Students are responsible for ensuring that their courses are chosen in conformity with Calendar regulations.

WHAT IS ADMISSION?

The process of applying and being admitted to the University. All new students must apply for admission, if they have not already done so. See Undergraduate Admissions (<http://registrar.uvic.ca>) or the University Calendar (<http://www.uvic.ca/calendar/>) for admission requirements and applicant categories.

WHAT IS REREGISTRATION?

Reregistration is an application process for UVic students with one or more graded courses who have been away from their UVic studies for the past 12 or more months. The Undergraduate Reregistration Application is available online at: <http://registrar.uvic.ca/undergrad/records/forms/forms.html>

HOW DO I APPLY FOR ADMISSION/REREGISTRATION?

Apply online:

New Students
<http://registrar.uvic.ca/undergrad>

Returning Students
<http://registrar.uvic.ca/undergrad>
or contact Undergraduate Records at records@uvic.ca

ADMISSION FEE

An application fee (Canadian) is required for all new undergraduate students applying for admission. This fee is non-refundable and not applicable to tuition fees. See below for the appropriate fee required:

\$60 If any transcripts or Letter of Permission come from institutions within Canada.

\$100 If any transcripts or Letter of Permission come from institutions outside of Canada.

6 | QUESTIONS & ANSWERS ABOUT ADMISSION & REGISTRATION

REREGISTRATION FEE

A \$16.00 fee is required with the reregistration application from all students (including off-campus) unless you are registered (not withdrawn) in:

- Winter Session 2010-2011
- Summer Session 2011

A \$35.00 late registration fee will be charged to ALL APPLICANTS (except for off-campus) for Winter Session reregistration applicants received:

- after May 15th (for September courses)
- after October 31 (for January courses)

You will not be authorized until the reregistration application fee is received.

Payment may be made by Visa, AMEX or MasterCard on the online form.

<http://registrar.uvic.ca/undergrad/records/forms/forms.html>

I'M A VISITING STUDENT — HOW DO I APPLY?

The same as any other student, except that your home institution will need to forward a "Letter of Permission" to Undergraduate Admissions.

IS THERE ANYTHING ELSE I NEED TO SEND?

NEW STUDENTS — Arrange to have two official transcripts from your secondary school, and two official transcripts from any post-secondary institutions attended sent directly by the issuing institution direct to:

Undergraduate Admissions
University of Victoria
PO Box 3025 STN CSC
Victoria, BC CANADA V8W 3P2

RETURNING STUDENTS — If you have attended another post secondary institution since you were last registered at UVic, arrange to have an official transcript sent directly to Undergraduate Records at the above address.

I AM CURRENTLY ENROLLED IN COURSES AT THE UNIVERSITY OF VICTORIA — HOW DO I REREGISTER?

Students who are or have been registered in credit courses in the past 12 months and have maintained academic eligibility for their program will automatically be eligible to register for courses in the upcoming academic session.

Students who are required to withdraw or fail to comply with the Undergraduate English Requirement will not be eligible for Winter Session registration.

You will receive an email in early June directing you to MyPage to check your registration status as well as your date and time to register for Winter Session courses.

HOW DO I OBTAIN A COPY OF THE 2011–2012 UVIC CALENDAR?

The 2011–2012 Calendar is available online at: <http://www.uvic.ca/calendar/>

Limited copies of the 2011–2012 Calendar are also available through the University Bookstore:

University of Victoria Bookstore
University of Victoria
P.O. Box 2200
Victoria, BC V8W 3H6 or
Telephone: (250) 721-8311
<http://www.uvicbookstore.ca/calendar/>

(Note: There is a calendar mailing charge (Canadian Funds)

| | |
|----------------------------------|------|
| Shipping Order – Without voucher | |
| Within Canada | \$ 8 |
| United States | \$10 |
| Elsewhere | \$14 |
| Fax Order – With voucher only | |
| Canada | \$ 4 |
| United States | \$ 6 |
| International | \$10 |

WHAT IS REGISTRATION?

The process of formally enrolling in courses via online registration (<http://www.uvic.ca/mypage>).

HOW DO I REGISTER FOR CREDIT COURSES?

New students may register for courses after they have been admitted to the University and have paid the required \$200 acceptance deposit.

The acceptance deposit must reach Accounting Services before you can gain access to on-line registration. All programs except the Diploma Program in Cultural Conservation use on-line registration.

To register in Cultural Conservation Management courses, call the program area. The numbers are listed under their descriptions further on in the Guide.

Courses may be cancelled as early as one month prior to their start date if the expected enrolment figures are not met. If the course in which the student is registered or waitlisted is cancelled by the University, a refund of the acceptance deposit may be requested by writing to:

Director of Undergraduate Admissions
Office of the Registrar, Student Affairs
University of Victoria
P.O. Box 3025 STN CSC
Victoria, B.C. V8W 3P2 or
Fax: (250) 721-6225

UNDERGRADUATE ENGLISH REQUIREMENT

All undergraduate students, excluding students in diploma and certificate programs, but including other unclassified students, must complete 1.5 units of first-year English (except ENGL 181 and 182) in order to satisfy the University English Requirement. Students who can show equivalent proficiency in English may be exempt from this requirement.

EXEMPTIONS FROM THE ENGLISH REQUIREMENT

Students who meet any of the following criteria are exempt from the English requirement:

- a score of 86% or higher on any provincial Grade 12 English examination or Grade 12 U English (Ontario) or in OAC English within the three years prior to admission
- a score of Level 6 on the Language Proficiency Index (LPI)
- a score of 4 or higher (out of 5) on the Advanced Placement Exam in English Language and Composition
- 1.5 or more units of transfer credit for university level English courses (except ENGL 181 and 182)
- a degree from an accredited English-speaking university
- a score of 4 or higher on IB Higher Level English
- while attending as a visiting student on a Letter of Permission

Important: See also English Deficiency, page 35 of the 2011–2012 UVic Calendar, concerning course access and grading.

THE LANGUAGE PROFICIENCY INDEX

Students who are not exempt from the English Requirement and who have not received a school or interim grade of 86% or higher in English 12 must write the B.C. Language Proficiency Index (LPI).

Students applying to the Bachelor of Science in Nursing post-diploma Option B program are advised to contact the School of Nursing Adviser prior to writing the LPI.

Students should arrange to write the LPI at least six weeks before registration to allow time for the results to be processed.

QUESTIONS & ANSWERS ABOUT ADMISSION & REGISTRATION | 7

The Language Proficiency Index is available nationally and internationally.

For dates, locations and further information, contact the LPI office at UBC:

LPI Office
102 - 2389 Health Sciences Mall
Donald Rix Building
University of British Columbia
Vancouver BC V6T 1Z3
Canada
Fax: (604) 822-9144
E-mail: info@pitest.ca
Website: <http://www.lprttest.ca>

Students who have received a school or interim grade of 86% or higher in English 12 may register for ENGL 125, 135 or 145 without writing the LPI.

Placement following the LPI

| Score | Placement |
|------------------|---|
| LPI Level 1 or 2 | LING 099 |
| LPI Level 3 | ENGL 099 |
| LPI Level 4 | ENGL 115 |
| LPI Level 5 | ENGL 135, 146 or 147 |
| LPI Level 6 | Exempt; may register for ENGL 135, 146 or 147 |

PLACEMENT TEST RESULTS

Students who are required to register in LING 099 or ENGL 099, on the basis of their LPI results, may not change their original placement once they have registered in the Winter Session and must register in LING 099 or ENGL 099 without delay. Further placement test results will only be processed if the test is undertaken, and results received, following the end of Winter Session and before registration in a further Winter Session. Students are allowed four attempts, normally over two Winter Sessions, to complete the required remedial course work for LING 099 and/or ENGL 099.

PLACEMENT IN LINGUISTICS 099

Students placed in LING 099 (a non-credit course) must successfully complete the course and are then placed in either ENGL 099 or ENGL 115, based on the results of an exam taken at the completion of LING 099.

Students who fail LING 099 must repeat the course in each subsequent term until they are placed in either ENGL 099 or ENGL 115. Students are allowed four attempts, normally over two Winter Sessions, to complete the required remedial course work for LING 099 and/or ENGL 099. The attempts must occur in consecutive terms. Students who do not register in LING 099 in consecutive terms or who fail after their

allotted attempts will normally be denied permission to return to the University until they have demonstrated the required level of competence in English. Students may appeal the decision to the Senate Committee on Admission, Reregistration and Transfer.

For students who are placed in LING 099 (and then ENGL 099, if required), successful completion of ENGL 115 is necessary to satisfy the University English Requirement. Students who successfully complete LING 099 and are allowed to move directly into ENGL 115 must register in ENGL 115 in the next term attended and in each term attended until the English Requirement is satisfied. There must be no interruption in the sequence of courses without the permission of the Director of the Writing Program.

PLACEMENT IN ENGLISH 099

Students placed in ENGL 099 (a non-credit course) must successfully complete the course before being placed in ENGL 115.

Students who fail ENGL 099 must repeat the course in each subsequent term until they are placed in ENGL 115. Students are allowed four attempts, normally over two Winter Sessions, to complete the required remedial course work for LING 099 and/or ENGL 099. The attempts must occur in consecutive terms. Students who do not register in ENGL 099 in consecutive terms or who fail after their allotted attempts will normally be denied permission to return to the University until they have demonstrated the required level of competence in English. Students may appeal the decision to the Senate Committee on Admission, Reregistration and Transfer.

For students who are placed in ENGL 099, successful completion of ENGL 115 is necessary to satisfy the University English Requirement. Upon successful completion of ENGL 099, students must register in ENGL 115 in the next term attended and in each term attended until the English Requirement is satisfied. There must be no interruption in the sequence of courses without the permission of the Director of the Writing Program.

DEADLINE FOR COMPLETING THE ENGLISH REQUIREMENT

Students who are NOT exempt from the English requirement must register in 1.5 units of English before completing 30 units of credit. Students who fail to complete the requirement before completing 30 units of credit must meet the requirement in the next session they attend. Students who were initially placed

in LING 099 or ENGL 099 must complete the required remedial course within four terms (normally two Winter Sessions) and then must also complete the required 1.5 units of English no later than the next session after completing 30 units of credit (achieved 3rd year standing).

TRANSFER STUDENTS

Students who are admitted to UVic for the first time as third-year students (except Nursing and block-transfer students) must complete the University English requirement in their first Winter Session. Nursing and block-transfer students should consult their academic advisers for information about their deadline for completing the English requirement.

PART-TIME AND DISTANCE STUDENTS

Students studying part time or through distance learning may satisfy the English requirement through Thompson Rivers University – Open Learning, a BC community college or another recognized post-secondary institution. Students who are required to write a placement test should contact the LPI Office.

GRADES

Grades for Winter Session are available after each term/session by accessing My page (www.uvic.ca/mypage).

Review of assigned grade requests must reach Undergraduate Records within 21 days after release of final grades.

STANDING

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, N/X or F/X 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.) See GPA Calculations <http://registrar.uvic.ca/undergrad/records/documents/gpa.html>

CUMULATIVE GRADE POINT AVERAGE

The cumulative Grade Point Average, which normally appears at the end of a transcript is based on all courses (other than courses graded COM, N/X, or F/X taken or challenged at the University for which grades have been assigned (including F and N).

8 | QUESTIONS & ANSWERS ABOUT ADMISSION & REGISTRATION

If a student takes courses beyond a first undergraduate degree, or transfers to the JD program, a further cumulative Grade Point Average will be calculated excluding those courses completed prior to the granting of the first degree or entry to the JD program.

MINIMUM SESSIONAL GRADE POINT AVERAGE AND ACADEMIC STANDING

The following regulations apply in all faculties and all sessions, including Summer Session.

Undergraduates must maintain a sessional Grade Point Average of at least 2.0 (or equivalent if a UVic student takes courses elsewhere for credit towards a UVic program).

UNIVERSITY PROBATIONARY STATUS

Regardless of registered course load, students whose sessional Grade Point Average is 1.00 to 1.99 are considered to have unsatisfactory standing and will be placed on academic probation for the next session attended. Students should note that individual faculties may require a higher sessional Grade Point Average. Failure to achieve the faculty GPA requirement will result in the student being placed on Faculty Probation.

Undergraduate Records will notify students that they have been placed on probation through the addition of a notation to their academic record. Students on probation should contact the appropriate Advising Centre or Counselling Services for assistance, or take the Learning Skills Course or other workshops offered by Counselling Services.

Students who are on academic probation and who achieve a sessional Grade Point Average of 2.0 or above at UVic will clear their probation status at the end of the session, except as noted below.

Students registered in less than 4.5 units in a session whose Grade Point Average is less than 1.0 (or equivalent if a UVic student takes courses elsewhere for credit towards a UVic program) will be placed on "Dean's" probation. The Dean of the faculty concerned will review the student's record for the next session attended rather than being required to withdraw. The student will be informed of the Dean's decision. Under these circumstances, a student who is placed on probation and who then obtains a Grade Point Average of 2.0 or greater in the next session will not be taken off probation automatically.

Students who are on probation, or whose standing is withheld in their most recent session because of deferred status,

are not eligible for reregistration until their sessional Grade Point Average for the latest/deferred session has been determined as satisfactory, except as noted below.

If a student's projected sessional Grade Point Average for the latest/deferred session, including a grade of 0 for all deferred courses or outstanding grades, was determined to be above the minimum by the faculty concerned, the student will be authorized to register. The projected Grade Point Average is calculated at the end of the session when the deferred standing is assigned. The projected Grade Point Average does not appear on a student's academic record.

Depending upon a student's performance during the period of probation, the Dean may at any time either remove the student from probation for the remainder of the session or, acting on a decision of the faculty, require that the student withdraw from the University (see Withdrawal.)

REQUIREMENT TO WITHDRAW FROM THE UNIVERSITY

A student who is on academic probation and whose Winter sessional or Summer sessional Grade Point Average falls below 2.0 (or equivalent if a UVic student takes courses elsewhere for credit towards a UVic program) will have failed to clear their probation status. These students will be required to withdraw regardless of the registered unit total, normally for one academic year.

Students registered in 4.5 units or more in a session whose Grade Point Average is less than 1.0 (or equivalent if a UVic student takes courses elsewhere for credit towards a UVic program) will be required to withdraw, normally for one academic year. If a student has started courses before receiving notice of unsatisfactory standing in the most recent session, registration for those courses in the present session will remain on the student's record, but the student will be required to withdraw following completion of the course(s), normally for one academic year. Registration in courses that have not started by the time the required to withdraw standing is determined will be dropped automatically.

All students who have been required to withdraw must apply to reregister if they wish to resume studies at the University. Permission to reregister will normally be granted to students who have:

1. completed the required withdrawal period; and
2. since their last registration at UVic, completed a minimum of 6.0 units

of transferable non-duplicate course work with a C+ (3.0) average in ALL transferable courses attempted, including currently in-progress course work. All students returning after a requirement to withdraw will be placed on probation for the next session attended.

Students who have grounds for appeal as noted under Appealing Admission/Reregistration Decisions, page 22 of the 2011–2012 UVic Calendar, may appeal to the Senate Committee on Admission, Reregistration, and Transfer, stating why they should be considered for reregistration.

A student who is permitted to reregister following a requirement to withdraw will be on academic probation for the duration of the session in which UVic studies are resumed.

A student who is required to withdraw a second time will not be permitted to register for credit courses at the University for at least five academic years.

ACCUMULATION OF FAILING GRADES

A "warning notice" will be issued when five failing grades are accumulated throughout a student's entire undergraduate academic record. The notice is for information only and carries no academic penalty. The notice contains information that may assist students in avoiding assignment of further failures.

WITHDRAWAL

A student may be suspended or required to withdraw from the University at any time for failure to abide by the University's regulations. (For the regulations of individual faculties concerning mandatory withdrawal, refer to the Calendar entry for the faculty.)

WITHDRAWAL FOR UNSATISFACTORY PROGRESS

Undergraduate students who have been placed on probation and whose progress is considered unsatisfactory may be required by their faculty to withdraw from the University for the remainder of the session. Students required to withdraw for unsatisfactory progress will be notified by Undergraduate Records. Students may request a review by the Senate Committee on Admission, Reregistration and Transfer by submitting a written appeal with the Committee, c/o Records Officer, Undergraduate Records.

HOW DO I WITHDRAW FROM THE UNIVERSITY?

Registered students wishing to withdraw from the University must either write a letter, fax, e-mail, submit on-line a withdrawal form, or come to Undergraduate Records, University Centre. Students must withdraw by the deadlines specified for dropping courses, otherwise, a failing grade will be recorded for each course not completed or dropped and fees assessed.

For further information, contact:

Undergraduate Records
P.O. Box 3025 STN CSC
Victoria, B.C. V8W 3P2
Fax (250) 721-6225
E-mail: reghelp@uvic.ca

VOLUNTARY WITHDRAWAL

An undergraduate student who after registration decides to withdraw from the University must notify Undergraduate Records. Students are encouraged to visit Counselling Services to discuss their decision and their Faculty Advising Centre to discuss their academic status and prospects before going to Undergraduate Records.

Note: A sessional Grade Point Average and academic standing are assigned at the end of the session and are based on final grades awarded (including N grades) in the session or term attended. Please see the calendar entry Minimum Sessional Grade Point Average and Academic Standing, page 38 of the 2011–2012 UVic Calendar, for information regarding minimum sessional Grade Point Average standards.

Students must obtain clearance from the University, to the satisfaction of Undergraduate Records, before being recommended, where applicable, for a fee refund.

IF I AM ENTERING MY FINAL YEAR, HOW DO I APPLY FOR GRADUATION?

If you intend to graduate next May you must complete an Application for Graduation which is available at the Undergraduate Records Office or you may request on-line that one be mailed to you (<http://www.registrar.uvic.ca/undergrad/records/forms/forms.html>). Applications for May graduation should be submitted to Undergraduate Records by December 1st to avoid a \$10 late fee. Applications will not be accepted after February 15th. (The deadlines for November convocation are June 30th to avoid the late fee and

applications will not be accepted after September 9th.)

Please note that it is the student's responsibility to ensure that all degree/program requirements are met. Information on degree/program requirements common to all bachelor's degrees and specific requirements of each department's degrees are available in the UVic Calendar (on-line at: <http://web.uvic.ca/calendar>). Students are also responsible for reviewing calendar course descriptions to prevent situations where credit cannot be awarded due to course duplication (DUP) or mutually exclusive relationship (M/X). Students are advised to contact their faculty/program advisors to review record regarding degree candidacy.

Students who apply to graduate who subsequently decide against doing so must give written notice of their cancellation to the Records Officer, Undergraduate Records, University Centre. This also applies to students who find they are not eligible for graduation.

Please Note: You will not be considered for graduation eligibility until you have formally declared your degree program through your Faculty Advising Centre, completed your degree/diploma/certificate requirements and applied to graduate.

Please note that because of the delay in obtaining official transcripts, students completing their degree requirements at another institution during the second term of the Winter Session (January–April) are not eligible to graduate at May convocation. They must apply for a succeeding convocation. In addition, transcripts for course work completed elsewhere in the first term (September–December) are due no later than February 15th for students who have applied to graduate in May. For further information, contact:

Undergraduate Records
University of Victoria
P.O. Box 3025 STN CSC
Victoria, B.C. V8W 3P2
Tel: (250) 721-8121
Fax (250) 721-6225

WHAT DO I DO IF I CAN'T USE THE ONLINE REGISTRATION SYSTEM?

If for some reason you cannot access registration through My page or online Portal or have other questions about the system, call the Registration Help Line, (250) 721-8142, Monday to Friday, 8:30 a.m. to 4:30 p.m. (Pacific Time) or e-mail reghelp@uvic.ca.

WHEN DO I REGISTER?

You will receive an email in early June directing you to My page to check your registration status as well as your date and time to register for Winter Session courses.

To register in Cultural Conservation courses, call the program area at (250) 721-8457. Directory phone numbers are listed under their program heading further on in this Guide.

Standard Course Academic Deadlines

| Term | Add | Drop |
|---------------|----------|---------|
| 1 (First) | Sept. 24 | Oct. 31 |
| 1 (Full Year) | Sept. 24 | Feb. 29 |
| 2 (Second) | Jan. 21 | Feb. 29 |

COURSE CHANGES/ADDS & DROPS

You may add “standard” Summer Session courses by using online registration until the 100% fee reduction date (also the last day to add courses) for each term.

After the last day to add courses a request to add a course must be submitted on an Undergraduate Course Change Form to Undergraduate Records; **approval is not automatic.**

After the Academic Drop Deadline, to drop a course a Request for Academic Concession (RAC) form must be submitted to Undergraduate Records; **approval is not automatic.** A failing grade will be assigned to any course that is not formally dropped by the date specified and a standing of Required to Withdraw will be assigned if the sessional GPA falls below the minimum.

You may drop “standard” or “nonstandard” Summer Session courses using online registration without penalty of failure until the academic drop dates.

After the academic drop date concerned, a Course Change Form must be obtained from Undergraduate Admissions and Records, University Centre. To drop a graduate course, contact Graduate Records in writing.

NOTE: You are not withdrawn from the session if you fail to attend classes or cancel your cheque. If you fail to follow the proper procedure (see withdrawal from University) you will be billed for the full amount due, plus a penalty fee, and a grade of “N” will be entered on your transcript.

NOTE: If a course with a nonstandard date is not shown below the deadlines may be calculated as shown below.

10 | COURSES WITH NON-STANDARD DATES

STANDARD COURSE DEADLINES FOR OBTAINING REDUCTIONS OF FEE ASSESSMENTS

Fee reductions are based on the date students drop a course via My page or receipt of notification to Undergraduate Records.

Non-attendance at classes will not be grounds for backdating Course Drops to allow reduced fee assessments.

Tuition fee reduction deadlines for most courses:

- First term courses or first half of full year courses:
100% Reduction September 20 **50% Reduction October 11**
- Second term courses or second half of full year courses:
100% Reduction January 17 **50% Reduction February 7**

NON-STANDARD COURSE DATES

Check Online Timetable:
<http://www.uvic.ca/timetable/>

NOTE: The table below is used in calculating the refund dates for standard and non-standard date courses as well as for Academic Drop Deadlines. The duration of a course is end date minus start date plus 1 (i.e. the first day counts as 1).

| 100% Reduction Deadline | 50% Reduction Deadline | Academic Drop of Course |
|---------------------------|---------------------------|---------------------------|
| 15% of duration of course | 38% of duration of course | 66% of duration of course |

Applies to standard and non standard dates.

Undergraduate tuition fee reduction deadlines — fee reductions are NOT the same as academic drop deadlines. For courses with different start dates or significantly different duration from the standard dates noted, tuition fee reductions are as follows. Days shown are calendar (not lecture) days.

All tuition fee reductions are subject to retention of the acceptance deposit (new students) described in Fee Regulation 2a, page 12.

HOW WILL I KNOW THAT MY REGISTRATION HAS BEEN PROCESSED?

Confirm your registration by accessing My page (<http://www.uvic.ca/mypage>).

COURSES WITH NON-STANDARD DATES

| Course | Section | Start Date | End Date | Duration Days | 100% Fee Reduction | 50% Fee Reduction | Acad Drop Deadline |
|-----------|---------|------------|-----------|---------------|--------------------|-------------------|--------------------|
| ANTH 392 | A01 | 26-Sep-11 | 07-Oct-11 | | 27-Sep-11 | 30-Sep-11 | 03-Oct-11 |
| CYC 475 | A01 | 19-Sep-11 | 23-Jan-12 | | 07-Oct-11 | 05-Nov-11 | 11-Dec-11 |
| ED-D 538A | A01 | 30-Sep-11 | 19-Nov-11 | | 07-Oct-11 | 18-Oct-11 | 02-Nov-11 |
| ED-D 538A | A01 | 30-Sep-11 | 19-Nov-11 | | 07-Oct-11 | 18-Oct-11 | 02-Nov-11 |
| ED-D 591E | A02 | 26-Sep-11 | 12-Dec-11 | | 07-Oct-11 | 25-Oct-11 | 15-Nov-11 |
| ED-P 251 | A01 | 10-Apr-12 | 27-Apr-12 | | 12-Apr-12 | 16-Apr-12 | 21-Apr-12 |
| ED-P 351 | A01 | 16-Apr-12 | 25-May-12 | | 21-Apr-12 | 30-Apr-12 | 11-May-12 |
| ED-P 361 | A02 | 16-Apr-12 | 25-May-12 | | 21-Apr-12 | 30-Apr-12 | 11-May-12 |
| ED-P 361 | A01 | 16-Apr-12 | 25-May-12 | | 21-Apr-12 | 30-Apr-12 | 11-May-12 |
| ED-P 451 | A01 | 06-Feb-12 | 13-Apr-12 | | 15-Feb-12 | 02-Mar-12 | 21-Mar-12 |
| ED-P 461 | A02 | 11-Oct-11 | 02-Dec-11 | | 18-Oct-11 | 30-Oct-11 | 14-Nov-11 |
| ED-P 461 | A01 | 11-Oct-11 | 02-Dec-11 | | 18-Oct-11 | 30-Oct-11 | 14-Nov-11 |
| ED-P 490 | A07 | 07-Sep-11 | 30-Sep-11 | | 10-Sep-11 | 15-Sep-11 | 22-Sep-11 |
| ED-P 490 | A06 | 07-Sep-11 | 30-Sep-11 | | 10-Sep-11 | 15-Sep-11 | 22-Sep-11 |
| ED-P 490 | A06 | 07-Sep-11 | 30-Sep-11 | | 10-Sep-11 | 15-Sep-11 | 22-Sep-11 |
| ED-P 490 | A06 | 07-Sep-11 | 30-Sep-11 | | 10-Sep-11 | 15-Sep-11 | 22-Sep-11 |
| ED-P 781 | A01 | 10-Apr-12 | 18-May-12 | | 15-Apr-12 | 24-Apr-12 | 05-May-12 |
| ED-P 782 | A01 | 11-Oct-11 | 02-Dec-11 | | 18-Oct-11 | 30-Oct-11 | 14-Nov-11 |
| EDCI 441 | A02 | 14-Sep-11 | 09-Dec-11 | | 26-Sep-11 | 16-Oct-11 | 09-Nov-11 |
| EDCI 442 | A02 | 11-Jan-12 | 12-Apr-12 | | 24-Jan-12 | 14-Feb-12 | 11-Mar-12 |
| EDCI 447 | A02 | 14-Sep-11 | 09-Dec-11 | | 26-Sep-11 | 16-Oct-11 | 09-Nov-11 |
| EDCI 448 | A02 | 11-Jan-12 | 12-Apr-12 | | 24-Jan-12 | 14-Feb-12 | 11-Mar-12 |
| EDCI 475 | A01 | 16-Jan-12 | 13-Apr-12 | | 28-Jan-12 | 18-Feb-12 | 14-Mar-12 |
| EDCI 477 | A01 | 14-Sep-11 | 12-Dec-11 | | 25-Sep-11 | 16-Oct-11 | 11-Nov-11 |
| ER 312B | A01 | 22-Sep-11 | 26-Sep-11 | | 22-Sep-11 | 23-Sep-11 | 24-Sep-11 |
| ER 325 | A01 | 09-Nov-11 | 13-Nov-11 | | 09-Nov-11 | 10-Nov-11 | 11-Nov-11 |
| ER 326 | A01 | 09-Nov-11 | 13-Nov-11 | | 09-Nov-11 | 10-Nov-11 | 11-Nov-11 |
| ER 326 | A01 | 15-Feb-12 | 19-Feb-12 | | 15-Feb-12 | 16-Feb-12 | 17-Feb-12 |
| ER 335A | A01 | 28-Mar-12 | 01-Apr-12 | | 28-Mar-12 | 29-Mar-12 | 30-Mar-12 |
| ES 423 | A01 | 09-Nov-11 | 13-Nov-11 | | 09-Nov-11 | 10-Nov-11 | 11-Nov-11 |
| ES 423 | A01 | 15-Feb-12 | 19-Feb-12 | | 15-Feb-12 | 16-Feb-12 | 17-Feb-12 |
| HA 486A | A01 | 12-Sep-11 | 18-Dec-11 | | 26-Sep-11 | 18-Oct-11 | 15-Nov-11 |
| HA 486B | A01 | 09-Jan-12 | 15-Apr-12 | | 23-Jan-12 | 14-Feb-12 | 13-Mar-12 |
| HA 487A | A01 | 12-Sep-11 | 18-Dec-11 | | 26-Sep-11 | 18-Oct-11 | 15-Nov-11 |
| HA 488A | A01 | 09-Jan-12 | 15-Apr-12 | | 23-Jan-12 | 14-Feb-12 | 13-Mar-12 |
| HA 488B | A01 | 12-Sep-11 | 18-Dec-11 | | 26-Sep-11 | 18-Oct-11 | 15-Nov-11 |
| HA 488D | A01 | 09-Jan-12 | 15-Apr-12 | | 23-Jan-12 | 14-Feb-12 | 13-Mar-12 |
| HA 488G | A01 | 12-Sep-11 | 18-Dec-11 | | 26-Sep-11 | 18-Oct-11 | 15-Nov-11 |
| HA 488P | A01 | 12-Sep-11 | 18-Dec-11 | | 26-Sep-11 | 18-Oct-11 | 15-Nov-11 |
| HA 488U | A01 | 09-Jan-12 | 15-Apr-12 | | 23-Jan-12 | 14-Feb-12 | 13-Mar-12 |
| MBA 514 | A01 | 08-Sep-11 | 29-Sep-11 | | 10-Sep-11 | 15-Sep-11 | 22-Sep-11 |
| MBA 544 | A01 | 06-Oct-11 | 01-Dec-11 | | 14-Oct-11 | 27-Oct-11 | 12-Nov-11 |
| MBA 560 | A01 | 12-Jan-12 | 23-Feb-12 | | 17-Jan-12 | 27-Jan-12 | 08-Feb-12 |
| MBA 585 | A01 | 10-Jan-12 | 31-Jan-12 | | 12-Jan-12 | 17-Jan-12 | 24-Jan-12 |
| ME 310 | A01 | 11-Jan-12 | 12-Apr-12 | | 24-Jan-12 | 14-Feb-12 | 11-Mar-12 |
| NURS 487 | A01 | 16-Apr-12 | 21-Apr-12 | | 16-Apr-12 | 17-Apr-12 | 19-Apr-12 |
| SOCW 312 | A05 | 29-Aug-11 | 02-Dec-11 | | 11-Sep-11 | 03-Oct-11 | 30-Oct-11 |
| SOCW 312 | A06 | 29-Aug-11 | 02-Dec-11 | | 11-Sep-11 | 03-Oct-11 | 30-Oct-11 |
| SOCW 312 | A04 | 29-Aug-11 | 02-Dec-11 | | 11-Sep-11 | 03-Oct-11 | 30-Oct-11 |
| SOCW 512 | A01 | 26-Aug-11 | 02-Dec-11 | | 09-Sep-11 | 02-Oct-11 | 29-Oct-11 |
| SOCW 512 | A02 | 26-Aug-11 | 02-Dec-11 | | 09-Sep-11 | 02-Oct-11 | 29-Oct-11 |
| SOCW 533 | A01 | 22-Aug-11 | 02-Dec-11 | | 05-Sep-11 | 29-Sep-11 | 28-Oct-11 |
| SOCW 546 | A01 | 26-Aug-11 | 02-Dec-11 | | 09-Sep-11 | 02-Oct-11 | 29-Oct-11 |

FACULTY CHANGE

NEW UNDERGRADUATE STUDENTS

If you wish to change the Faculty to which you have applied or been admitted, notify Undergraduate Admissions, in writing, e-mail or fax. Requests will be considered and you will be notified. You will only be considered for a new program provided space is available and the application deadlines for the new program have been met. These changes may cause you to forfeit your registration if you have already registered in program specific courses.

Please note that if the Faculty in which you wish to enroll has restricted admission you should also contact the relevant Department or School.

RETURNING STUDENTS

To initiate a request for a Faculty change, check the "Faculty Change" box in section 2 of the Undergraduate Reregistration Application and enter the requested Faculty/Area of study. If you are applying to a professional or limited entry program (e.g. Social Work, Education, Engineering) complete the appropriate program application. Please note that some Faculties require notification/approval of a student's withdrawal from their program prior to consideration of a Faculty change.

If you have already registered in, or been authorized for, the session in your current Faculty, the reregistration fee will not be assessed on submission of this application.

HOW DO I MAKE A CHANGE OF ADDRESS OR NAME? MAILING ADDRESS CHANGE (MY PAGE)

To see the address(es) currently on your record, go to My page (www.uvic.ca/mypage). To update your address(es) go to My page and select "address change". A mailing address and telephone number where you can be reached plus an emergency contact (optional) is required of all students. To ensure you receive important correspondence you must keep this information current. Library notices will be sent to your UVic NetLink e-mail account.

NAME CHANGE

The name you submit to Undergraduate Records will be used on all University records, including transcripts. Any problems arising from differences between this name and a student's legal name are the responsibility of the student. Be certain to advise Undergraduate Records if you change your mailing address or name. Fax: (250) 721-6225 or My page (www.uvic.ca/mypage) and select address change.

Fee Regulations

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.

WHAT ARE THE FEE REGULATIONS GOVERNING DISTANCE EDUCATION AND IMMERSION COURSES?

A. The fee regulations published in the University Calendar apply to all students, whether they take courses on campus or off campus. The 2011-2012 regulations are reproduced below.

B. As an off-campus student, please note that fee statements are not mailed to students in advance of payment due dates. Fee assessments and details are available on My page (www.uvic.ca/mypage)

For most students the calculation is a simple multiplication of fee units (generally equal to credit units) by the \$324.10 tuition per credit unit rate for 2011-2012.

Students may contact Accounting Services at 1-800-663-5260 for assistance.

Statements are not mailed. Students are encouraged to view their accounts online through My page at www.uvic.ca/mypage for balances and account information.

C. Tuition and Education Credit Certificates

Revenue Canada requires students to file Form T2202A with their income tax returns whenever there is a claim for a tuition or education credit. The T2202A form is available online at www.uvic.ca/mypage. It will show the tuition fees you paid for terms falling within the preceding taxation year.

D. Please take careful note of the requirement for an acceptance deposit, described in 2(a) of the fee regulations below.

1. Payments of Accounts

a) The obligation to pay fees for a course or program is incurred upon registration, subject only to adjustments for officially recorded course drops, withdrawal, cancellation of registration, or change of status.

b) Making Payments

Students are asked to make their payments by Internet or telephone banking, or debit 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

A deposit payment is required for certain programs. See 2(a) below.

c) Fee Payment Deadlines

Payment of the balance of your fees must reach Accounting Services by the following dates or a service charge will be added to your account:

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

Statements of account are not mailed. Please access My page student account details for your balance. Payment must be made by due dates. Students with overdue tuition or other accounts may be denied services. These services include registration; addition of courses through My page; use of libraries; access to classes and examinations; and issue of loans, awards, grades, transcripts, degrees, and documents certifying enrollment or registered status.

Failure to pay full fees by October 31 in the first term or by February 29 in the second term can result in cancellation of course registration and a denial of services.

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

Fees will be assessed for each course in which you register. Confirm your registration by accessing My page (www.uvic.ca/mypage).

d) Fees for a term comprise:

- full tuition for term courses taken that term,
- one-half tuition for full year courses/programs taken that term, and
- any other fees assessed for that term.

e) Fees owing by off-campus students may also be obtained by phoning Accounting Services at 1-800-663-5260 or may be viewed on My page (<http://www.uvic.ca/mypage>).

f) Students who have their registration cancelled, withdraw, or otherwise leave the University remain liable for settlement of unpaid accounts. The University may seek to enforce its rights as a creditor through legal action or the use of collection agencies. Legal and collection costs incurred by the University in this process are added to students' accounts.

2. Fees for Programs (other than Law, Business and Engineering)

a) ALL undergraduate students admitted for the first time to take credit courses must pay an acceptance deposit of \$200 to Accounting Services 24 hours prior to a student attempting to register. This deposit is payable regardless of any loan, scholarship or sponsorship arrangements. It is applied to the student's fee account, but is forfeited if the student withdraws. If the deposit payment is returned NSF, the student's registration is cancelled.

b) Undergraduate Tuition

Per Credit Unit

| | |
|-----------------|----------|
| – Domestic | \$324.10 |
| – International | 1,048.68 |

Course Challenge Per Credit Unit

| | |
|-----------------|--------|
| – Domestic | 162.05 |
| – International | 524.34 |

Co-op Program Per Work Term

| | |
|-----------------|----------|
| – Domestic | 612.00 |
| – International | 1,020.00 |

Co-op Work Term Challenge

| | |
|-----------------|--------|
| – Domestic | 306.00 |
| – International | 510.00 |

Cultural Resource Management Program HA 488 & HA 489

| | |
|--------------------------|--------|
| – 1.5 unit credit course | 606.00 |
|--------------------------|--------|

c) MA (Child and Youth Care) Program Fees

Students enrolled full time or part time in the off-campus Child and Youth Care program pay an additional program fee of \$350.00 per term for 6 terms. This fee is in addition to the minimum fee for a master's degree.

d) Fees for Graduate Students

Graduate Application Fee

| | |
|-----------------|--------|
| – Domestic | 100.00 |
| – International | 125.00 |

Acceptance deposit (not required for all programs) 100.00

Forfeited if student does not register, but \$50.00 is refundable if notice that application is withdrawn is received 28 days before the start of classes.

Graduate Tuition Per Term

Full fee installment

| | |
|-----------------|----------|
| – Domestic | 1,683.08 |
| – International | 2,002.72 |

Half fee installment

| | |
|-----------------|----------|
| – Domestic | 841.54 |
| – International | 1,001.36 |

Non-degree

| | |
|-----------------|--------|
| – Domestic | 668.46 |
| – International | 797.42 |

Graduate Reregistration Fees Per Term

Until maximum completion limits

| | |
|-----------------|--------|
| – Domestic | 668.46 |
| – International | 797.42 |

Thereafter

| | |
|-----------------|----------|
| – Domestic | 1,683.08 |
| – International | 2,002.72 |

Health Informatics Fees Per Term

Until maximum completion limits

| | |
|-----------------|----------|
| – Domestic | 4,215.08 |
| – International | 4,534.70 |

Health Informatics Registration Fees

| | |
|-----------------|----------|
| – Domestic | 1,476.14 |
| – International | 1,581.63 |

Other Graduate Fees

Co-operative program fee, per work term (this fee does not form part of the minimum program fee described above)

| | |
|-----------------|--------|
| – Domestic | 612.00 |
| – International | 726.24 |

Graduate student for reinstatement to program after withdrawal without permission 100.00

Application to graduate (all students) 50.00

Master's thesis: binding only 16.05

Master's thesis: binding & microfilming 53.50

PhD dissertation 53.50

Application to reregister 25.00

e) Fees for Auditors

Audit fees per fee unit:

Under Age 65

Undergraduate

| | |
|-----------------|--------|
| – Domestic | 162.05 |
| – International | 524.34 |

Graduate

| | |
|-----------------|--------|
| – Domestic | 281.34 |
| – International | 355.30 |

Age 65 or Over

Undergraduate 54.90

Graduate 92.44

Note: There is no audit fee for graduate students registered in master's or doctoral programs.

3. Fees for Faculty of Business, Faculty of Engineering, and Faculty of Law

Not applicable.

4. Fees for Undergraduate 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 undergraduate courses. This amount includes program fees. Fees will be adjusted for the term in which documentation is submitted for students who show official documentation of citizenship or permanent residence status before the last day of the term.

Undergraduate international students are required to pay an international student application fee of \$100.00.

5. Miscellaneous Fees

| | |
|--|--------|
| Undergraduate Application Fee | |
| – if all transcripts come from institutions within Canada | 60.00 |
| – if any transcripts come from institutions outside Canada | 100.00 |
| Document evaluation | 40.00 |
| Late application/registration | 35.00 |
| Application to reregister | 16.00 |
| Returned cheque | 25.00 |
| Supplemental examination, per paper | |
| – on campus | 50.00 |
| – off campus | 60.00 |
| Transcripts, per copy | 10.00 |
| Transcripts (priority), per copy | 17.00 |
| Letters | |
| – Confirmation of Registration, Verification of Enrolment, Study Permit — per copy | 10.00 |
| – Completion of RESP forms (CST, USC, HST, etc.) — per form | 10.00 |
| Graduation certificate | |
| – replacement | 75.00 |
| – certified copy | 15.00 |
| Certificate of Degree Completion | 15.00 |
| Document fee — per copy | 5.00 |
| Grade review fee (refundable if grade review successful) | 25.00 |
| Application for second degree or for change of degree status | 8.00 |
| Degree completion letter | 10.00 |
| Degree completion letter (priority) | 17.00 |
| Letters of Permission to undertake studies elsewhere, per application, per institution | 10.00 |

6. Fee Reductions for Dropped Courses, Withdrawal, Cancellation of Registration, and Change in Status

a) To obtain fee reductions, students must drop courses by either using My page (www.uvic.ca/mypage) or submitting written notice of changes in registration to Undergraduate Records or Graduate Records when they take place. Where fee reductions are granted, they will be based on either the date recorded in the registration log or on the date that written

notice is received. Non-attendance at classes will not be grounds for backdating Course Drops to allow reduced fee assessments. Students should not rely on instructors to make course drops on their behalf. It is strongly recommended that students re-check their course registration status on My page (<http://www.uvic.ca/mypage>) before the full fee reduction deadlines, particularly if they have made course changes or been waitlisted.

- b) Deadlines for obtaining fee reductions are different from academic drop deadlines.
- c) Tuition fee reductions — Standard Course Dates.

First term courses and first half of full year courses:

| | |
|---------------------------|------|
| On or before September 20 | 100% |
| On or before October 11 | 50% |

Second term courses and second half of full year courses:

| | |
|-------------------------|------|
| On or before January 17 | 100% |
| On or before February 7 | 50% |

Non-Standard Course Dates:

Check Online Timetable <http://www.uvic.ca/timetable/>

NOTE: The table below is used in calculating the refund dates and Academic Drop Deadlines for non-standard date courses. The duration of a course is end date minus start date plus 1 (i.e. the first day counts as 1).

| 100% Reduction Deadline | 50% Reduction Deadline | Academic Drop of Course |
|---------------------------|---------------------------|---------------------------|
| 15% of duration of course | 38% of duration of course | 66% of duration of course |

Applies to non-standard dates.

All tuition fee reductions are subject to retention of the registration deposit described in 2a).

7. Other Fees

| | |
|-------------------------------|---------|
| UVSS (UVic Students' Society) | |
| – Less than 4.5 units | \$36.94 |
| – 4.5 units or more | \$73.87 |

8. General Fee Regulations

a) The University reserves the right to change fees without notice.

- b) Proceeds of undergraduate awards received or granted by the University are credited to fee accounts.
- c) First term overpayments and other credits are applied to second term fees owing and will not be refunded when there is an outstanding second term balance. Payments and other credits in excess of sessional fee charges are applied to other unpaid accounts or the next session if a student is registered in the following session. Any remaining credit balance for a session is refunded on request.
- d) Tuition fees for credit courses are exempt from the Goods and Services Tax (GST) but GST may be applicable on certain other fees.
- e) Appeals: Students believing a course drop has not been properly entered in their student record should contact Undergraduate Records. Students believing a course drop fee reduction has not been correctly entered in their fee account should contact Accounting Services. In extenuating circumstances such as illness, family affliction, accident, etc., appeals should be made at the appropriate Advising Centre. If, following the student taking the above action, it is felt that there is a basis for an appeal of an unresolved fee reduction issue, the student may submit such appeal in writing to:

Fee Reduction Appeals Committee
c/o Accounting Services
Main Floor, University Centre
P.O. Box 3040
Victoria, B.C. V8W 3N7
or by e-mail to tuition@uvic.ca

Student Services

WHAT STUDENT SERVICES CAN I USE?

BOOKSTORE

<http://www.uvicbookstore.ca/>

The UVic Bookstore is owned and operated by the University, operates on a break-even basis and provides a variety of items essential to academic success.

All textbooks requested by faculty are stocked in the store. Textbook listings are available in-store and online three weeks prior to the beginning of each term. At the beginning and end of each term, the Bookstore buys back used texts for up to 50% of the new retail price. Students can sign up their used texts to be automatically alerted when the Bookstore wants to buy their specific books. Texts in demand are also listed on the website.

The general book department carries a comprehensive selection of both academic and general titles. The Bookstore can also special order any book currently in print.

The computer department stocks computer hardware and software, often at significant lower prices than other retail outlets, due to educational discounts. It sells both Macs and PCs and can build custom PCs to order. Computer troubleshooting and servicing are provided as well.

The Bookstore also carries a wide variety of school supplies, clothing, stationery and giftware at excellent prices.

Finnerty Express, located on the lower level, sells organic, fair-trade coffee, teas, locally baked goods, lunch selections, cold drinks, newspapers and personal care items.

BOOKSTORE (250) 721-8311

| | |
|---------|------------------|
| Mon-Fri | 8:30 am–5:30 pm |
| Wed | 8:30 am–7:00 pm |
| Sat | 11:00 am–5:00 pm |

FINNERTY'S (250) 721-4594

| | |
|---------|------------------|
| Mon-Fri | 7:30 am–8:00 pm |
| Sat | 11:00 am–5:00 pm |

LIBRARY RESOURCES

<http://library.uvic.ca/site/cs/iline/>

The Division of Continuing Studies, in conjunction with the University Library, provides extensive library support for UVic off-campus and distance education courses. If you live outside the Greater Victoria area, you can have access to the Infoline service to request the loan of any circulating book or document in the University of Victoria libraries, order copies of journal and magazine articles, and receive assistance in conducting subject and literature searches. Any material provided through the service is usually sent to your home address by first-class mail or courier. Fax service for limited document delivery is also available by special request.

There is normally no charge for the provision of library resources for undergraduate students. Infoline is intended to give you, as an off-campus student, equal access to the resources of the University Library. To request library material, you may contact the Infoline service by telephone, fax, regular mail, or e-mail. The appropriate telephone numbers and addresses will be provided with your package of course materials. If you are taking a classroom-based course, your instructor will distribute Infoline handouts at the first class meeting.

Please note: A current University of Victoria student registration number is required for use of the Infoline service. Library materials normally are not sent out until the registration procedure has been completed. You do not need a University of Victoria library card unless you plan to borrow from the Library in person.

For additional information on Infoline or for information on how to have access to the Library's online catalogue, please call (250) 721-6488, or e-mail to infoline@uvic.ca.

STUDENT AWARDS AND FINANCIAL AID

<http://registrar.uvic.ca/safa/>

STUDENT LOANS

Government student loans are available to students who can demonstrate financial need and who meet eligibility requirements. Canada Student loans require that student be enrolled in at least 60% of a full course load for each funding term. At UVic, 60% of a full course load is 4.5 units each term. This does not include duplicate or mutually exclusive course registrations.

If you are receiving student loans, dropping below 4.5 units each term or not successfully completing 4.5 units each term, may affect your student loan eligibility. Contact Student Awards and Financial Aid at (250) 721-8423.

SCHOLARSHIPS AND BURSARIES

Scholarships and bursaries are available to distance students. Please refer to the Student Awards and Financial Aid Website listed above.

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY (RCSD)

The Resource Centre for Students with a Disability (RCSD) is a student service that can assist you in arranging academic accommodations. These may include accommodated exams, alternate text format, 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 to UVic (or before if you require advice or information) you need to:

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

Location:

Campus Services Building Room 150
Phone: (250) 472-4947
Web: www.rcsd.uvic.ca
Email: inforcsd@uvic.ca

The Bachelor in Child and Youth Care Degree Program

PROGRAM OVERVIEW

SCHOOL MISSION STATEMENT

The School of Child and Youth Care provides education, training, professional development and research for the care and support of children, youth, families and their communities. The work of the School of Child and Youth Care is grounded in the principles of inclusion, social justice and ethical practice.

A PROFESSIONAL EDUCATION PROGRAM FOR PRACTICING PROFESSIONALS

The School of Child and Youth Care at UVic offers professional education to human services practitioners working with children, youth and their families. Graduates of the program are employed in front-line, supervisory and leadership positions in ministries and agencies throughout British Columbia and across North America. Employment opportunities exist in child welfare and child protection, social and mental health services, child day care centres, hospitals, schools, youth corrections agencies, infant development programs, child and youth advocacy programs, and a range of other community-based settings.

Child and Youth Care Program

The Bachelor in Child and Youth Care Program is designed to prepare on and off campus learners for front-line and supervisory positions in a range of evolving human services professional areas. Students will integrate theoretical perspectives on human growth and development, behavioural change, and understanding and use of self with applied practice skills in core and elective courses at the second, third and fourth-year levels. Field-based practicum placements are a requirement during the third and fourth years.

PROGRAM OPTIONS FOR STUDENTS

The School of Child and Youth Care offers distance, blended and/or campus-based course delivery options for the BCYC degree program. Our distance and distributed education option supports learners to remain in their home communities and continue their employment while participating in

interactive distance courses. Our courses blend web-classrooms with video and other communications technologies to create effective learning environments that allow students to work both collaboratively and independently. **Some courses will require scheduled online sessions.**

In addition to the collegial virtual classroom environment, students may also choose to participate in the SCYC web-community. This community provides all students with the opportunity to build new relationships and understandings outside the walls of the classroom.

NON-CYC STUDENTS — TRY OUR COURSES

Are you doing a degree in Education, Psychology, Sociology, Women's Studies or a general Bachelor of Arts Degree? Child and Youth Care courses may be valuable to you.* Join us in:

- CYC 100A Introduction to Professional Child and Youth Care Practice Part One
- CYC 100B Introduction to Professional Child and Youth Care Practice Part Two
- CYC 152 Introduction to Helping Skills in Child and Youth Care Practice
- CYC 166A Life-Span Development (Conception to Late Childhood)
- CYC 166B Life-Span Development (Adolescence to Late Adulthood)
- CYC 171 Introduction to Families: Issues, Patterns and Processes
- CYC 230 Introduction to CYC Practice in Indigenous Contexts
- CYC 240 Ethical Decision-Making in the Human Services
- CYC 250 Introduction to Law in Child and Youth Care Contexts
- CYC 265 Introduction to Groups in Child and Youth Care Practice
- CYC 350 Applying Law in Child Protection and Child and Youth Care Practice
- CYC 356 Child and Youth Care Practice with Families
- CYC 364 Disability and Child and Youth Care Practice
- CYC 379 Interdisciplinary Perspectives on Sub-Saharan Africa
- CYC 423 Research Methods in Child and Youth Care
- CYC 424 Qualitative and Quantitative Analysis in Child and Youth Care

- CYC 462 Perspectives on Substance Use in Child and Youth Care Practice
- CYC 463 Substance Use: Prevention and Treatment Approaches in Child and Youth Care Practice
- CYC 467 Interdisciplinary Practice with Children and Families
- HSD 400 Policy in Human Services (Summer 2008)

* Please check the UVic calendar and your degree audit to confirm that you have room in your chosen program for these credits. 100 levels courses are available to all UVic students. Please see the course listings below for 200, 300 and 400 level course prerequisites.

School of Child and Youth Care Admissions

Students are selected on the basis of personal and professional suitability as well as academic standing. An interview may be required as part of the application process. Paid or volunteer experience with children and/or youth is considered in the admission decision. Application deadline is February 28.

ADMISSION REQUIREMENTS

SECONDARY SCHOOL GRADUATES

Admission requirements for applicants from secondary school are the same as those outlined for the Faculty of Humanities and Social Sciences (see page 22)

All Secondary School applicants must submit an Application for Admission to the University to Undergraduate Admissions.

APPLICANTS TRANSFERRING FROM OTHER INSTITUTIONS

Students wishing to apply to the School of Child and Youth Care from other colleges or universities must either: have completed a minimum of 12 units of university transfer courses, have completed a human services diploma from an accredited institution with an overall GPA of B.

All transfer applicants must submit an Application for Admission to the University to Undergraduate Admissions and a Child and Youth Care application to the School.

APPLICANTS TRANSFERRING FROM OTHER UNIVERSITY OF VICTORIA FACULTIES

Students wishing to transfer from other Faculties at the University of Victoria must submit an Application for Reregistration to

Records Services and a Child and Youth Care Application to the School.

The application forms and instructions are available in December on the Child and Youth Care website: <http://cyc.uvic.ca>. The application deadline for admission to the program is the end of February.

Successful applicants must satisfy the program requirements as stated in the calendar of the year they enter the program and may be required to complete 100 and 200 level courses.

SPECIAL CATEGORY APPLICANTS (Distributed Learning Applicants Only)

The School of Child and Youth Care is interested in extending university-level learning opportunities to residents of BC and other regions who wish to do their courses by distributed learning and who may not qualify under the normal categories of admission.

“Special Access” applicants admitted in the PRE CYC admissions category are advised to complete 12 units of coursework before applying to the degree program. Upon successful completion of these courses, students may apply to the Child and Youth Care degree program.

TRANSFER CREDIT

Students who have completed a human services professional academic program at an accredited institution with a GPA of B (5.0) or higher may be eligible to receive block credit upon admission to the SCYC (15 units for a one-year certificate, and 30 units for a two-year diploma). This does not include vocational or Continuing Studies certificates or diplomas. For further information on transfer credit, consult the B.C. Child & Youth Care Educators, website: www.cycec.bc.ca. While every effort is made to keep the website updated, the UVic calendar content takes precedence in the event of errors or discrepancies between it and the website.

SCHOOL ACADEMIC REGULATIONS

OVERVIEW

In addition to the regulations described below, the School of Child and Youth Care follows UVic and HSD faculty academic regulations including those concerning practica.

CRIMINAL RECORD CHECKS

Criminal record checks are required by students before they commence practicum placements. Students are responsible for completing this process.

LEAVE OF ABSENCE

Upon completion of one or more years in the School of Child and Youth Care, students may apply in writing to the School for a one-year leave of absence. The deadline for such a request is normally March 31.

PRIOR LEARNING ASSESSMENT

Prior Learning Assessment (PLA) uses a range of flexible assessment procedures, including course challenge, to evaluate for credit within the Child and Youth Care program learning that is gained through non-credit education, training or experience.

Learners may receive recognition for demonstrated learning that is consistent with the achievement levels and learning outcomes appropriate to selected courses. The assessment of prior learning will be completed within a special course section dedicated specifically to this function.

Initially a maximum of 10.5 units of academic credit may be obtained through PLA. No course whose equivalent already appears on a student's transcript may be completed by PLA.

Normally, only students who have been admitted to the School of Child and Youth Care can apply for PLA. Initial inquiries should be directed to the Student Adviser, who can provide PLA application forms and information on deadlines. Access to flexible assessment in any particular year is dependent upon the availability of resources within the School.

No fourth-year courses may be completed by prior learning assessment.

STANDING

Students whose sessional GPA falls below 3.0 or who fail to receive a C+ or higher grade in any core CYC or other required course may be required to withdraw from the program.

PROGRAM REQUIREMENTS

CHILD AND YOUTH CARE COURSE INFORMATION

Note: Students must follow the degree requirements for the degree in which they were admitted.

- Students need a minimum of 60 units to graduate; 30 of these must be UVic units. CYC core courses total 48 units and an additional 3 units of 100 level English or 1.5 units of 100 level English and CYC 130 or CYC 140 with a minimum grade of C+ is required.
- All 100 and 200-level courses, except practicum, are available by on-campus and distance delivery to both CYC and non-CYC students.
- Elective course requirements vary depending on transfer credit or previous UVic course work. Elective courses may be taken on campus or through distance education. Most UVic or UVic-transferable courses may be used towards electives. See CYC course offerings.

CURRICULUM

CURRICULUM STREAMS

Early Years, Child Welfare, Child Life, Indigenous curriculum streams are available through the Child and Youth Care distance program. Please refer to the annual UVic Calendar for more detail.

REQUIRED COURSES

CYC 100A (1.5) FORMERLY: PART OF CYC 100 OR 200 INTRODUCTION TO PROFESSIONAL CHILD AND YOUTH CARE PRACTICE PART ONE

Historical and contemporary conversations about the professional field of child and youth care and its diverse practices and contexts. The course introduces students to strength-based practice, inclusiveness, caring in context, normative development, and critical reflection. Emphasis will be given to socially locating oneself, building relationships, processes of change, enhancing ethical discernment, promoting cultural competencies and a commitment to social justice, cultivating a professional orientation, and understanding theory in everyday practice.

Note: Credit will be granted for only one of 100A, 100, 200, 200A, 251.

CYC 100B (1.5) INTRODUCTION TO PROFESSIONAL CHILD AND YOUTH CARE PRACTICE PART TWO

Continuation of 100A.

Prerequisites: 100A.

CYC 140 (1.5) WRITTEN COMMUNICATIONS IN CHILD AND YOUTH CARE

Fosters the development of written academic communication skills through critical inquiry: thinking, reading and writing. Students will explore current issues and context within CYC practice, as they demonstrate an understanding of effective writing process from planning through research and editing. Students will identify their strengths and address the gaps in their written communication skills.

Note: This course should only be taken on the recommendation of an Undergraduate Advisor or Instructor.

CYC 152 (1.5) INTRODUCTION TO HELPING SKILLS IN CHILD AND YOUTH CARE PRACTICE

Focuses on introducing foundational helping and communication skills using video recording. The students explore the use of interpersonal and communication skills, helping strategies, and the development of therapeutic relationships within the context of the core elements of child and youth care practice.

Note: Credit will be granted for only one of 152 or 252

CYC 166A (1.5) LIFESPAN DEVELOPMENT (CONCEPTION TO LATE CHILDHOOD)

Introduces students to concepts and models of how human behaviour is acquired, maintained, and modified. The course focuses on human development from conception to late childhood as a knowledge base for practice with children, youth, and families.

Note: Credit will be granted for one of 166A or 366A or 366.

CYC 166B (1.5) LIFESPAN DEVELOPMENT (ADOLESCENCE TO LATE ADULTHOOD)

Introduces students to concepts and models of how human behaviour is acquired, maintained, and modified. The course focuses on human development from adolescence to late adulthood as a knowledge base for practice with children, youth, and families.

Note: Credit will be granted for only one of 166B or 366B or 366.

CYC 171 (1.5) INTRODUCTION TO FAMILIES: ISSUES, PATTERNS, AND PROCESSES

Introduces frameworks and theories for conceptualizing Child and Youth Care practice with families who are

experiencing a variety of challenges and difficulties. Taking an international perspective, family issues are explored in terms of diversity (sexual orientation, ethnic affiliation/identity, gender, and socio-economic status). The ultimate goal of the course is to help students to understand the diversity and complexity of family issues, patterns and processes in local and international contexts in order to engage intentionally in practice.

Note: Credit will be granted for only one of 171 or 373.

CYC 205 (3.0) FORMERLY: CYC 301 APPLYING CHANGE THEORY IN CYC PRACTICE

Introduces students to various orientations towards planned change. How change occurs and how helping professionals can facilitate such change is the main focus. By critically reflecting on fundamental assumptions embedded in certain theories students can learn to integrate and synthesize knowledge into their counseling perspectives.

Note: Credit will be granted for only one of 205, 301, 351.

Prerequisites: Year 1 required CYC courses or equivalent.

CYC 210 (1.5) SUPERVISED PRACTICUM I

Offers students the opportunity to practice their evolving CYC skills in an applied setting. Students work directly with children/youth in a supervised practice situation in order to promote professional skill acquisition and integrate the knowledge obtained through coursework. Students are required to complete 150 hours.

Prerequisites: Year 1 required CYC courses or equivalent.

CYC 230 (1.5) INTRODUCTION TO CYC PRACTICE IN INDIGENOUS CONTEXTS

Explores Indigenous perspectives and contexts, both historical and contemporary, in relation to practice with Indigenous children, youth, families and communities. The course readings, activities, and assignments provide an historical overview of colonization and describe various strategies for supporting decolonization and culturally relevant practice.

Prerequisites: 2nd year standing or permission of the instructor

CYC 240 (1.5) ETHICAL DECISION-MAKING IN CHILD AND YOUTH CARE PRACTICE

Provides an introduction to historical theoretical perspectives in the western philosophy of ethics, an overview of decision-making models and current professional perspectives on ethics in Child and Youth Care/human service practice. It is taught using experiential learning and critical thinking strategies designed to develop personal approaches to ethical choice making and a commitment to ethical practice and social justice. Students will develop an ethical decision-making framework for application to their current and future practice.

Note: Credit will be granted for only one of 240 or 340.

Prerequisites: Second-year standing

CYC 250 (1.5) INTRODUCTION TO LAW IN CHILD AND YOUTH CARE CONTEXTS

Provides students in Child and Youth Care with an understanding of the Law as an expression of social policy, and of the processes by which laws are developed, enacted and changed; Family Law and the Family Courts, with special reference to laws affecting children; human rights as they apply to social services; the organization of legal services and the legal accountability and liabilities of child and youth care workers, and others in the social service field.

Note: Credit will be granted for only one of 250, 350A or SOCW 350A.

Prerequisites: Second year standing or permission of the instructor.

CYC 251 (1.5) AN INTRODUCTION TO CHILD AND YOUTH CARE FOR HUMAN SERVICES DIPLOMA STUDENTS — BRIDGING COURSE ONE

An introduction to the field of CYC for students who are entering the BCYC program following successful completion of a human services diploma which provides a foundation for further CYC courses. Readings, practice scenarios, activities and assignments will enhance learners to integrate their existing knowledge and skills into the broader CYC field.

Note: Credit will be granted for only one of 251 or (100A, 100B).

Prerequisites: Permission of department.

CYC 265 (1.5)
INTRODUCTION TO GROUP WORK IN CHILD AND YOUTH CARE PRACTICE

Presents in an experiential format, theoretical approaches and techniques related to the planning and facilitation of groups for children and youth. Students will learn how to plan for, and to facilitate groups in a participatory, skill building, experiential learning format.

Note: Credit will be granted for only one of 265 or 465.

Prerequisites: Year 1 required CYC courses or equivalent.

CYC 280 (1.5)
CREATING PROGRAMS AND ENVIRONMENTS FOR YOUNG CHILDREN

Is intended for students who do not already have an ECE certification. This course counts towards an ECE certification to be obtained concurrently with a BCYC. The course is designed to ensure that BCYC students achieve the competencies required by the provincial ECE licensing agency with regard to early childhood education programming.

CYC 310 (4.5)
SUPERVISED PRACTICUM II

Students work directly with children/youth in a supervised practice situation in order to promote professional skill acquisition and integration. Emphasis is placed on observation and recording skills, understanding the structure and functioning of a service agency, and fostering the student's awareness of his or her functioning in relation to children, youth and agency workers. Attention is also given to developing beginning level case planning, intervention, and case presentation skills with both a one-to-one and a group focus. Students are required to complete 286 hours.

Prerequisites: 3 units of developmental theory; third-year standing; restricted to Child and Youth Care students.

Corequisites: 205, 338

CYC 310A (4.5)
CHILD AND YOUTH CARE PRACTICUM BY PRIOR LEARNING ASSESSMENT (PLA)

Students with significant work or volunteer experience in Child and Youth Care may complete the first CYC practicum by Prior Learning Assessment. Students will present evidence of their prior learning and practice experience in the form of a portfolio which specifically demonstrates the learning objectives and outcomes required in CYC 310.

Note: Restricted to Child and Youth Care students.

Prerequisites: Permission of the Practica Coordinator.

CYC 330 (1.5)
APPLIED PRACTICE IN INDIGENOUS CONTEXTS

Examines systems of working in meaningful and reciprocal relationships with Indigenous communities. It explores Indigenous epistemologies – ways of knowing, doing, being. Emphasis on the development of positive and effective practice frameworks and practical strategies that support healing, wellness, resilience in Indigenous contexts are central.

Prerequisites: 230.

CYC 338 (3.0)
APPLYING DEVELOPMENTAL THEORY IN CHILD AND YOUTH CARE PRACTICE

Focuses on the application of contemporary child developmental theories and research, as well as cultural and social class theories to child and youth care practice. These developmental theories will be applied using a multidimensional, culturally situated, developmental perspective to a wide variety of child and youth care situations, including a variety of biologically-based atypical developmental conditions. The interrelationships between applied child development and a variety of contexts such as family, peer group, school, community, domestic and global conditions will also be explored.

Prerequisites: 166A and 166B or equivalent.

Corequisites: 210 or equivalent

CYC 350 (1.5)
FORMERLY: CYC 350B
APPLYING LAW IN CHILD PROTECTION AND CHILD AND YOUTH CARE PRACTICE

Provides an opportunity to put into practice the theoretical and legal foundation gained from the prerequisite course. Students will explore issues of diversity and the dynamics of law, Child and Youth Care practice in legal contexts, and ethical considerations within a legal framework. Students will practice specific skills in Child Protection work such as interviewing, documentation, context analysis, applying practice standards, interpreting law, critical analysis and reflective reviewing.

Note: Credit will be granted for one of 350 or 350B or SOCW 350B.

Prerequisites: 250 or equivalent.

CYC 351 (3.0)
APPLYING CHANGE THEORY IN CYC PRACTICE WITH CONTEMPORARY FAMILIES

Integrates theory and practice in the application of change theories in CYC work with contemporary families. Focuses on issues and techniques in assessment; case planning and intervention, while studying major therapeutic approaches, associated philosophies, goals, strategies and techniques. Practical models for case consultation, presentation and evaluation will also be covered. Upon completion, students demonstrate competency in these professional practice areas, real and simulated, and analyze the relationship between professional knowledge, skills, values and individual styles.

Note: Credit will be granted for only one of 351, 205, 266, 356.

Prerequisites: Permission of department.

CYC 356 (1.5)
FORMERLY: CYC 266
CHILD AND YOUTH CARE PRACTICE WITH FAMILIES

Focuses on the various kinds of strategies used when working with families in a variety of settings. Using a strengths based approach, it covers interventions that promote positive ways of improving family patterns when difficulties are presented. Students will be introduced to a variety of interventions used to work collaboratively with family when changes are needed.

Note: Credit will be granted for only one of 356, 266, 351, 466.

Prerequisites: Year 1 required CYC courses completed or equivalent and 205.

CYC 364 (1.5)
DISABILITY AND CHILD AND YOUTH CARE PRACTICE

An introduction to disabilities for child and youth care practitioners. It includes an historic perspective on disability, demographics, definitions and conceptual models of disability and service delivery. Quality of life, inclusion, culture, legislation, public policy and ethical issues relating to persons with disabilities and their families are examined in this course.

Note: Credit will be granted for one of 364 or HSD 464 or SOCW 469.

Prerequisites: Second year standing.

CYC 370 (1.5)
FORMERLY: CYC 474
APPLYING ASSESSMENT AND CASE PLANNING IN CHILD AND YOUTH CARE PRACTICE

Focuses on the skills necessary when working professionally with individuals

groups and families: intake interviewing needs and risk assessment, intervention planning and implementation, case management and reporting. Knowledge and skill in issues of abuse and neglect will be developed. Students will be required to apply change theory in a laboratory learning setting and produce professional documentation of their work. Feedback on skill application is provided in class and through video recordings.

Note: Credit will be granted for only one of 370 or 474.

Prerequisite: 210.

Pre or Co-requisites: 205, 351 or equivalent.

YEAR 4

CYC 379 (1.5) **ALSO: HSD 470** **INTERDISCIPLINARY PERSPECTIVES ON SUB-SAHARAN AFRICA**

An overview of key African issues through featuring an array of presentations by University of Victoria professors with research and development interests in Africa. Topics include pre-history and paleo-anthropology, through literature and the arts, colonial and post-colonial histories, and contemporary issues such as: governance, HIV-AIDS, and human rights.

Note: Credit will be granted for only one of 379 or HSD 470.

CYC 410 (4.5) **ADVANCED SUPERVISED PRACTICUM**

Focuses on the student's chosen professional area of interest and provides an opportunity to apply case planning, intervention, and evaluation skills at an advanced level. Professional consultation, clinical functioning, and the integration of theory and practice are emphasized. Students are required to complete 286 hours.

Note: Restricted to Child and Youth Care students in their fourth year of study.

Prerequisites: All required 300 level courses.

Corequisites: All required 400 level courses

CYC 410A (4.5) **ADVANCED SUPERVISED BLOCK PRACTICUM**

This is a condensed 4 month practicum where students are required to complete 286 hours during this time. Some practicums are block practicums only, such as Child Life and Child Protection. Check with a practicum coordinator for more information.

Note: Restricted to Child and Youth Care students in their fourth year of study.

Prerequisites: All required 300 and 400 level courses with the exception of 475.

Corequisites: 475.

CYC 423 (1.5) **RESEARCH METHODS IN CHILD AND YOUTH CARE**

Introduces students to the design of research and evaluation in child and youth care. Within an applied research practitioner context, students will be introduced to the knowledge and skills necessary to locate, understand, and use research about child and youth care. Students will examine, research/evaluation designs, and methodologies for improving child and youth care practice.

Prerequisites: Third-year standing.

CYC 424 (1.5) **QUALITATIVE AND QUANTITATIVE ANALYSIS IN CHILD AND YOUTH CARE**

Provides students with a grounding in the techniques commonly used in the analysis of both quantitative and qualitative data in child and youth care as well as the logic of interpreting evaluation data. Students will learn to interpret, analyze, code, and write about qualitative data. They will analyze quantitative, descriptive data to interpret relationships between variables and be introduced to inferential statistics.

Note: Credit will be given for only one of 424 or HSD 425.

Prerequisites: Third-year standing

CYC 430 (1.5) **RESEARCH PRACTICE IN INDIGENOUS CONTEXTS**

Builds upon the foundation of knowledge and skills developed through CYC 230 and 330. Examines research approaches that are informed by Indigenous research methodologies and Indigenous ways of knowing, doing, and being.

Prerequisites: 330.

CYC 461 (1.5) **CHILD LIFE PRACTICE IN HOSPITALS AND COMMUNITY SETTINGS**

This is an introductory course on This course offers a foundation to child life practice in hospitals and community health care settings. An emphasis is placed on examining professional issues concerning child life specialists, the application of various conceptual frameworks, and theoretical perspectives to clinical practice within a multidisciplinary model in both hospital and community contexts.

Note: On line delivery with mandatory on campus seminars.

Prerequisites: Fourth-year standing.

CYC 462 (1.5) **PERSPECTIVES ON SUBSTANCE USE IN CHILD AND YOUTH CARE PRACTICE**

An introductory course on substance use and its impacts, particularly in relation to working with children, youth, families and communities. Students are expected to understand and critically reflect on a range of perspectives, and related practice responses relevant to CYC practitioners. The historical, social and political contexts of substance use among Indigenous peoples, women and youth will be explored.

Note: Credit will be given for only one of 462 or HSD 462.

Prerequisites: Third-year standing.

CYC 463 (1.5) **SUBSTANCE USE: PREVENTION AND TREATMENT APPROACHES IN CHILD AND YOUTH CARE PRACTICE**

Examines current approaches to working with substance use at the individual, family and community levels. The intended outcomes and goals of treatment and prevention will be explored. Differing models of change as well as Aboriginal approaches to healing and gender-specific approaches to treatment and prevention will be studied. Emphasis will be placed on the identification of appropriate strategies for effective CYC practice.

Note: Credit will be given for only one of 463 or HSD 463.

Prerequisites: 462 or equivalent, third-year standing.

CYC 465 (1.5) **APPLIED THEORIES OF CHILD AND YOUTH CARE PRACTICE WITH GROUPS**

Presents in an experiential format, theoretical approaches and techniques related to the planning and facilitation of groups for children and youth. Students will learn how to plan for, and to facilitate groups in a participative, skill building laboratory format.

Note: Credit will be granted for only one of 465 or 265.

Prerequisites: 252 or ED-D 316, or equivalent.

CYC 466 (1.5) **THEORY OF CHILD AND YOUTH CARE PRACTICE WITH FAMILIES**

Presents conceptual frameworks and models for understanding family functioning and parenting. The students identify child and youth care service settings in which family work occurs. The course focuses on family assessment methodologies and interventions which

are appropriate to Child and Youth Care Workers in these settings.

Note: Credit will be granted for only one of 466 or 266.

Prerequisites: Students admitted to the degree program from Sept. 2000 onwards must complete a Sociology of the Family course.

CYC 475 (3.0)
ADVANCED CHILD AND YOUTH CARE PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS

10-day face to face lab

This advanced course focuses on the development of skills required for child and youth care practice with families and groups. In a supervised teaching setting, students will assess the needs of role-playing individuals, families and groups, and by applying appropriate intervention strategies, assist clients to achieve needs-related, desired outcomes.

Note: Credit will be given for only one of 475 or 476.

Prerequisites: Year 3 required CYC courses

ELECTIVE COURSES

CYC 101 (1.5)
INTRODUCTION TO CHILD AND YOUTH CARE PRACTICE AND COMMUNICATIONS TECHNOLOGY

This communications technology-based course introduces the fundamental concepts, relationships and professions associated with the field of Child and Youth Care while also introducing key skill areas that will facilitate learner/practitioner success. Students will be introduced to the role and function of technology to support both life-long learning and child and youth care practice.

CYC 380 (1.5)
PRACTICES FOR YOUNG CHILDREN AND FAMILIES: HISTORICAL AND CONTEMPORARY PERSPECTIVES

In this foundational course for the Early Years Specialization, the historical and philosophical trends that influence and shape services and policies for young children and their families will be examined. Students will investigate the roots of some of the current issues in the area of the early years through an applied analysis of local, national and international approaches to services and policies for young children and their families. This analysis will be framed within a social justice approach.

Prerequisites: Third year standing.

CYC 381 (1.5)
LEADERSHIP, ADVOCACY AND POLICY FOR THE EARLY YEARS

Explores leadership, advocacy and policy within the context of key political debates and controversies affecting early years services. Key areas of study will include: creation of networks and relationships with governmental and non-governmental organizations; roles of advocacy groups concerned with services and decision-making processes within particular social, cultural, economic and cultural contexts; policy development; and the role practitioners play as advocates engaged in a global context.

Prerequisites: Third year standing.

CYC 461 (1.5)
CHILD LIFE PRACTICE IN HOSPITALS AND COMMUNITY SETTINGS

Offers a foundation to child life practice in hospitals and community health care settings. An emphasis is placed on examining professional issues concerning child life specialists, the application of various conceptual frameworks, and theoretical perspectives to clinical practice within a multidisciplinary model in both hospital and community contexts.

Prerequisites: Fourth-year standing

CYC 467 (1.5)
FORMERLY: HSD 465
INTERDISCIPLINARY PRACTICE WITH CHILDREN AND FAMILIES

Provides opportunities for applying the skills, knowledge and beliefs essential for effective interdisciplinary practice with children and families from a CYC perspective. The course will explore the rationale for, and develop a critical analysis of, interdisciplinary practice. The contributions of different disciplines to addressing issues in child and family work will be featured.

Note: credit will be granted for only one of 467, HSD 465.

CYC 480 (1.5)
ADVANCED APPLIED CAPACITY BUILDING FOR THE EARLY YEARS

The central focus of the course will be the practitioner's roles in strengthening community capacity for early years care and development. Local, national and international case examples will be employed to explore the relationships between theory, practice and supportive policies. Students will undertake a major project designed to stimulate transformative processes in the provision of early year services within the context of communities

Prerequisites: Fourth year standing

CYC 481 (1.5)
ISSUES OF ASSESSMENT AND EVALUATION WITH YOUNG CHILDREN AND FAMILIES

Explores: (a) processes of assessment of young children and families including their implications and effects within various cultural and economic contexts. (b) Methods of program evaluation including ethical implications; impacts on programs, practitioners, communities, families and young children; and relevance to diverse cultural contexts.

Prerequisites: Fourth year standing

FURTHER INFORMATION

For further information on the Bachelors in Child and Youth Care by distance education, please contact:

School of Child and Youth Care
 Distance Education Program
 PO Box 1700 STN CSC
 Victoria, BC V8W 2Y2
 Telephone (250) 721-6278
 Fax: (250) 721-7218
 Website — <http://cyc.uvic.ca/>

Post RN Diploma Bachelor of Science in Nursing Distance Program

PROGRAM OVERVIEW

The Post RN BSN Program is for registered nurses only.

The School of Nursing is a partner in the Collaboration for Academic Education in Nursing (CAEN). The School and several colleges and university colleges within BC and the Northwest Territories have linked together to develop and offer an innovative and flexible nursing curriculum which builds on the strengths and resources each has to offer. One of the major influences in the development of this curriculum was the fundamental shift in nursing and health care that is occurring across the country: a shift away from care focused primarily on illness, to a greater emphasis on health and health promotion. As a result, a primary focus of the CAEN curriculum is on the knowledge and skills underlying health promotion and its practice in a wide variety of innovative settings.

FLEXIBLE LEARNING OPTIONS

Learners may proceed toward their degree on a full-time or part-time basis. For post RN diploma students, the entire BSN program is available in Canada and the U.S.A. by distance education. In addition, selected courses are available on the Victoria campus space permitting.

Distance education courses are offered according to a preplanned schedule. Core courses are offered three terms per year, and nursing electives are usually offered once a year. Methods for delivery of distance education courses include a media-based format of online course websites. Distance education courses are subject to the availability of resources.

ADMISSION REQUIREMENTS FOR POST-RN APPLICANTS

1. Normally be a resident in Canada or the U.S.A. throughout the duration of the program.

Note: Students applying from the U.S.A. have additional admission requirements. Please contact an advisor for further information.

2. Complete a University of Victoria Application for Undergraduate Admission form.

3. Complete a BSN School of Nursing application form.
4. Provide official verification of active practicing registration as a Registered Nurse (or the equivalent in the jurisdiction(s) in which the student is taking the program). Active practicing registration must be maintained for the duration of the program.
5. Provide two (2) official transcripts demonstrating successful completion of an approved Diploma Nursing Program.
6. Provide two (2) official transcripts of all other post-secondary education.
7. 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 BSN program.
8. All students entering the BSN Distance Program must have access to the Internet and e-mail for the duration of the program.
9. Complete an HSP Net consent form for use and disclosure of student information for practicum purposes.
10. Students must be fit-tested before initial use of their personal respirators and annually thereafter while in the BSN program, and they must provide evidence of a personal respirator quantitative fit-test prior to attending any practice placement.

Note:

1. Each applicant is assessed individually by the School of Nursing. Students are admitted to the program as resources permit.

| Entry Point(s) | Application Deadline |
|----------------|----------------------|
| January | 30 September |
| September | 31 March |

Application documentation must be received within six weeks of the application deadline date (November 15 and May 15).

2. It is recommended that applicants provide evidence of complete current immunizations upon admission to the program. All students must keep immunizations updated and provide documentation to practice agencies when required.
3. Students must maintain basic and extended health insurance coverage throughout the program.

PROGRAM REQUIREMENTS

- The University of Victoria post diploma BSN program consists of 24.0 units of course work.
- To meet University graduation requirements a minimum of 21.0 units of course work must be completed through the University of Victoria.
- It is the learners' responsibility to ensure they have enough UVic credits.
- Post RN diploma students may be permitted, with the approval of the Director or designate, to present up to 3.0 units of transfer credit from institutions other than the University of Victoria. Course work can be completed college or university level post-basic certificate/diploma programs and/or approved university-level Nursing and/or non-nursing courses. Students are advised to ensure the acceptability of such courses by the School of Nursing before enrolling in them.
- Years 1 & 2 of the 4 year BSN program are waived on the basis of completion of an accredited RN diploma. Therefore, any courses given credit toward the RN Diploma cannot be used as credit in the post diploma BSN program.
- A UVic 3.0 grade point average on a scale of 9.0 must be maintained throughout the duration of the post RN diploma BSN program.
- Students must meet the University of Victoria English requirement. Students who have not met the University English requirement on admission to the program are expected to take English during their first term of study. Approved English courses available by distance education include UVic English 115, Open Learning Agency English 199 and Athabasca University English 255. Contact the School of Nursing Academic Advisor for more information.

CURRICULUM

NURS 325 (1.5)

EXPLORATIONS OF NURSING KNOWLEDGE AND PRACTICE

This introductory course focuses on socio-historical context and philosophical underpinnings informing nursing practice. Participants explore how they know about practice and how they enact their practice.

**NURS 341 (1.5)
PROFESSIONAL PRACTICE IV:
NURSING INQUIRY**

Knowledge for the discipline of nursing is explored as well as various modes of nursing inquiry. Relationships between practice, theory, and research are explored.

**NURS 345 (3)
FAMILY NURSING**

Building on existing knowledge of registered nurses, in this course students have the opportunity to develop an understanding of health promoting family nursing. Four major domains are explored theoretically and experientially. These domains include: health, family, relational nursing practice, and ethics.

NURS 350 and NURS 351 MUST be taken together

**NURS 350 (1.5)
HEALTH AND HEALING VII: PROMOTING
COMMUNITY AND SOCIETAL HEALTH**

The role of the nurse in promoting community and societal health. Participants will develop competencies in relational practice with a focus on community and society as client. Topics include the political role of the nurse in working with communities explored from a social justice and equity perspective; community development and capacity building for community health promotion; transformative and emancipator approaches to teaching and learning.

Corequisite: 351

**NURS 351 (1.5)
NURSING PRACTICE VI**

This nursing practice experience provides opportunities to develop caring relationships with families, groups and communities and/or populations with an emphasis on health promotion and community empowerment. Participants have opportunities to work with a community on an identified health issue.

Grading: COM/F

Corequisite: 350

**NURS 360 (1.5)
PROFESSIONAL PRACTICE VI:
NURSING RESEARCH**

Participants will enhance their understanding of nursing scholarship and their abilities to comprehend, critique, and utilize nursing research. Participants critically reflect on various scholarly works and research methodologies. Participants experience ways to critically examine their practice in relation to nursing research and to pose research questions for evidence-informed practice.

NURS 430 and NURS 431 MUST be taken together

**NURS 430 (1.5)
PROFESSIONAL PRACTICE V:
LEADERSHIP — IN NURSING**

A study of nursing leadership in the promotion of health for individuals, families, groups and communities in a global context. Topics include the role of the nurse in the Canadian health care system; the impact of global trends and issues; the issues facing nurses in the current work environment; collaborative and ethical approaches for working within institutional philosophies and frameworks.

Corequisite: 431

**NURS 431 (1.5)
NURSING PRACTICE VII: ENGAGING
IN LEADERSHIP**

Opportunities further to develop competencies in the areas of leadership, influencing and managing change, and using research to promote the health of individuals, families, communities and society within the context of the Canadian health care system. Focus on participants' growth as nursing professionals; opportunities to explore interprofessional practices and nursing leadership in the context of emerging Canadian and global health issues and trends.

Grading: COM/F

Corequisite: 430

**NURS 495 (1.5–4.5)
NURSING PRACTICE SYNTHESIS**

This final practice course is designed to foster integration and synthesis of prior course work. The focus is on research-based and theory-based nursing practice.

Note: Post-diploma students may take NURS 495 more than once for credit to a maximum of 4.5 units.

Prerequisites: Post-diploma students: 345, 350 and 351.

Grading: COM/F

NURSING ELECTIVES**NURS 342 (1.5)
HEALTH AND HEALING VI: GLOBAL
HEALTH ISSUES**

Study of complex chronic and episodic global health challenges and issues. Emphasis is placed on the role of the nurse as care provider, community organizer/ facilitator, educator and advocate within the context of the global society and the changing health care environment. Participants examine emerging health issues and trends further to develop their understanding of nursing practice.

Note: Open to Continuing students only, except with permission of the department.

**NURS 425 (1.5)
QUALITATIVE AND QUANTITATIVE
ANALYSIS**

This course provides students with a grounding in the techniques involved in the analysis of both quantitative and qualitative data. Students will engage in the process of qualitative analysis through examining qualitative data, data coding and thematic construction. A range of descriptive and inferential statistical approaches to quantitative analysis are examined using a computer-based system.

**NURS 450 (1.5)
NURSING LEADERSHIP AND
MANAGEMENT**

The intent of this course is to enhance participants' understanding of the meaning of leadership and the tasks of management. Worldviews that influence perceptions of health care and health organizations, and current approaches to managing health care will be studied. Nursing leadership in establishing a climate in which quality of care and quality work environments can become a reality are emphasized in this course.

**NURS 481C (1.5)
NURSING PRACTICE IN HOSPICE
PALLIATIVE CARE**

The purpose of this course is to explore nursing practice in hospice palliative care. Historical, theoretical, personal, and professional perspectives are presented for ongoing examination and analysis in relation to their impact on and guidance for nursing practice. Central to this exploration is a growing understanding of the human experience of persons.

**NURS 482 (1.5)
PHARMACOLOGY**

Pharmacological knowledge for nursing practice. A systems approach will be followed to develop knowledge of pharmacological, herbal and homeopathic interventions for common acute and chronic illnesses, medical conditions and disorders. Students will have the opportunity to explore a population of interest (e.g., pediatrics) and issues related to pharmacological interventions and marketing.

**NURS 484 (1.5)
NURSING WITH ABORIGINAL
PEOPLES IN CANADA**

This course is an introduction to nursing with Aboriginal peoples in Canada. Through the use of story-

telling, self-reflection, and a critical framework, learners are invited to enter into a “dialogue” with Aboriginal and non-Aboriginal individuals, community members and nurses. Together, as a community of learners, we will explore the essential concepts of relationship and power as related to working with Aboriginal people and communities. Major themes covered in the course materials and through course interactions are: an examination of colonialism in Canada and its impacts, particularly on Aboriginal people, cultural safety, ethical relationships, and the responsibilities of nurses working in this context. While primarily focused on nursing, all human service professionals are invited to participate in this course.

NURS 486 (1.5)
MENTAL HEALTH CHALLENGES IN LATER LIFE

This course is designed to assist frontline professionals to work with older persons who experience mental health problems. Studies will include: stressors affecting emotional health in the elderly, mental health assessment, interventions useful in the management of problematic behaviours in the elderly, environmental strategies for increasing functioning in older people, and community resources for meeting mental health needs. The course will provide multiple opportunities to apply theory in practice and to develop attitudes conducive to effecting positive changes in the workplace.

NURS 487 (1.5)
HEALTH CARE LAW

This course is designed to allow students to develop an understanding of the origin and sources of the law as it applies to the Canadian health care system. It stimulates an appreciation for legal terminology, reasoning, and processes as well as the basic principles of law, which apply to and govern the delivery of health care services in Canada. The course is also designed to develop an ability to identify the legal aspects of health care practice, information systems and management as well as an ability to determine when and how to use legal council effectively.

NURS 488 (1.5)
WOMEN’S HEALTH

The focus of this course is currently women’s health issues. Students have the opportunities to critically explore a broad array of women’s health concerns from various philosophical perspectives including feminist, critical and phenomenological perspectives. Women’s health issues may include such

topics as reproductive health, menopause, violence, aging, breast cancer, depression, and sexuality. The class is taught in an interactive format through group discussion, presentations and the participation of guest speakers. The course focuses on the consideration and critique of current influences on women’s health including the effect of the health care system, the impact of the social and cultural context and the influence of evolving technology.

NURS 489 (1.5)
CULTURE AND HEALTH

A critical examination of the relationship between culture and health, and the impact of immigration, colonialism and racialization. Approaches to working within diversity to foster cultural safety are explored with a particular emphasis on health care for First Nations and immigrant people.

NURS 493A (1.5)
COMMUNITY HEALTH NURSING

This course provides opportunities for participants to strengthen their knowledge and understanding of the theoretical foundations of nursing practice in the community. Participants explore and critique nurses’ roles in community health-promoting practice, particularly the roles of nurses in public health and in primary health care settings. For returning RNs, who may or may not have previously worked in community, this course provides opportunities to advance and/or to add to their present nursing experience. Community health assessment, individual health assessment, population health, primary health care, epidemiology, communicable disease control and health promoting practice with specific populations are explored and critiqued.

NURS 493C (1.5)
LIVED EXPERIENCE OF HEALTH IN AGING

The emphasis of this course is on the complex nature of aging and health. Students will explore the determinants of health, as well as the common chronic and episodic challenges of health and healing in later life. Changing demographics and societal forces influencing present and future health care of older persons will be analyzed and critiqued. In addition, nursing theory and issues related to the delivery of care with older persons will be examined. Health promotion, and nursing practice, and environments that support healthy aging are integral to this course.

NON-NURSING ELECTIVE COURSES AT OTHER INSTITUTIONS

You must contact the School of Nursing for a “Letter of Permission” to ensure that courses taken at institutions other than UVic are applicable toward your degree and transferable to UVic.

A REMINDER to have active practicing RN Registration

Students must have active practicing registration as a Registered Nurse in British Columbia throughout the duration of the program (or the equivalent in other jurisdictions in which the student is undertaking their practice experience).

Some practica agencies may request a criminal record check as part of their screening process. Any costs related to this are the responsibility of the individual student.

COURSE MATERIALS

PURCHASE INSTRUCTIONS

When you register for a course, the course materials will be available from the Bookstore at: <http://bookstore.uvic.ca>. If you have questions, please call the BSN Distance Program at (250) 721-6470 or 721-8502 or e-mail dianag@uvic.ca or dmc@uvic.ca.

FURTHER INFORMATION

Course Delivery and Materials Information Contact

Distance Education Administrative Assistants
(250) 721-6470 dianag@uvic.ca

Academic Course Advising Contact

Lori Klear
(250) 721-7961 klear@uvic.ca

Letters of Permission Contact

Naomi Poeschek
(250) 472-4361 njones@uvic.ca

Practicum Information Contact

Linda Latham
(250) 721-6523 lmlatham@uvic.ca

Program Coordinator

Cindy MacDonald
(250) 472-4607 cindymac@uvic.ca

or write to

BSN Distance Program
School of Nursing
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC V8W 2Y2
Website — <http://nursing.uvic.ca/>

Bachelor of Social Work Distance Program

PROGRAM OVERVIEW

The School of Social Work offers a program of studies leading to the degree of Bachelor of Social Work (BSW) that is fully accredited by the Canadian Association of Schools of Social Work. Graduates are employed in a wide range of government and voluntary organizations such as family and children's services, hospitals, women's services, corrections, and Indigenous social services.

The range of approaches available to obtain a University of Victoria BSW degree includes: campus-based courses, distance learning, and blended education. Where feasible, students may complete a field placement in the geographic area of their choice.

The School works to ensure that its various approaches to education are equal in quality and that one admission process and set of standards applies to the BSW Program.

MISSION STATEMENT

The emerging vision of the School of Social Work commits us to social justice, anti-racist, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our educational mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasize structural, feminist, Indigenous and anti-oppressive analysis.

Our scholarly mission is to share and create knowledge and understanding through engaging in critical enquiry and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our practice mission is to act on social justice issues through community change initiatives and anti-oppressive social work. Our political and social responsibility is to participate in and reflect community experiences in all our efforts to challenge oppressive societal structures.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support interdisciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

DISTANCE BSW PROGRAM

As an alternative to on-campus studies, admitted students residing within Canada can complete their BSW program via distance education. However, one course, Social Work 312 includes a mandatory 5-day face-to-face component. Modes of distance education course delivery include the use of print-based materials, audioconferencing, online participation via Web-based course sites and individual telephone/ email consultation with instructors.

PROGRAM OPTIONS

In addition to our standard BSW, the following specializations are available:

Child Welfare Specialization

The intent of the specialization is to prepare students for child protection work and other positions in government and non-profit child welfare services. All courses in the specialization are offered each year both on campus and via distance learning. Students who graduate from the specialization will receive a BSW degree with a Specialization in Child Welfare.

Indigenous Specialization*

This specialization is a concentration within the BSW program and provides opportunities for Indigenous BSW students to focus their undergraduate program on preparing for leadership roles as helpers in Indigenous communities. Students will co-create learning environments with other Indigenous students and faculty in the School. All courses are offered on campus, via distance education, and by special arrangement in Indigenous community-based initiatives.

Indigenous Child Welfare Specialization*

This specialization is designed for those students who are following the Indigenous Social Work Specialization (described above) and who wish to include within it a preparation for child welfare work in Indigenous communities.

* Admission to the Indigenous Specialization is limited to students of Indigenous Ancestry. We do not enforce colonial definitions of Indigenous Peoples for entrance and welcome students who come from various nationhoods indigenous to Turtle Island (North America). We are further inclusive of various identifications of Indigenous including Métis and Inuit Peoples.

ADMISSION REQUIREMENTS

Application packages are available at the School at the beginning of November each year. The deadline for return of all application materials is January 31 for both the May and September entry points.

Admission to the BSW program requires:

1. Completion of a minimum of the first two years (30 units) of an undergraduate program at UVic with an overall average of at least 3.5/9.00 or better, or the equivalent at another university or community college on the last 12 units of university-transfer coursework.
2. Completion of SOCW 200A and 200B or their equivalent prior to commencing third-year study.

Students are also required to meet UVic's English Requirement for Undergraduates. Please refer to the University of Victoria Calendar.

The number of applicants admitted will depend on the resources available to the School and the number of qualified applicants. An initial screening for admission will be based on grades, an Experience Summary and a Personal Statement.

For complete details on admission to the School of Social Work please direct all enquiries to:

Admissions Assistant
School of Social Work
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2
Telephone: (250) 721-8036

For the most up-to-date information please see www.socialwork.uvic.ca/prospective/BSW/admission.php

TRANSFER CREDIT

Students who have completed a social services certificate or diploma at a college may be eligible to receive discretionary credit from the School. This is normally 3.0 units for a completed certificate and 6.0 units for a completed diploma. University transfer courses will be calculated separately.

AVAILABILITY OF COURSES TO STUDENTS OUTSIDE THE SCHOOL

Some third- and fourth-year courses may be taken by students not admitted to the School, with the permission of the Director, if space permits. Students are required to make a written request to the Director to be considered for such courses. Students may be permitted to take up to 3 units of Social Work courses. Prerequisites are third-year standing and completion of 200A and 200B.

CURRICULUM

The following courses are offered in a distance education format. All courses include a required online (Web-based) component.

SOCW 200A (1.5) **AN INTRODUCTION TO SOCIAL WORK PRACTICE**

This course will introduce students to the practice of social work beginning with a critical examination of the ethics, values, and historical development of the profession. Students will become familiar with several critical social theories that inform anti-oppressive social work practice. The relationship between private troubles and public issues as well as the concepts of power, oppression, privilege, identity, and social justice will be explored.

This course emphasizes self-reflection which will assist students in examining their identities and their interest, motivation, and capacity for social work practice.

SOCW 200B (1.5) **INTRODUCTION TO THE CRITICAL ANALYSIS OF SOCIAL WELFARE IN CANADA**

Students critically analyze the current and historical development of Canadian social welfare policy, and explore the impact of economic and social restructuring trends on patterns of exclusion, structural inequities and increased needs for social protection. Students will become familiar with the ways that systems of oppression have intersected to produce a particular focus on some social problems and not others.

SOCW 304 (3.0) **SOCIAL WORK PRACTICUM I**

In the first BSW practicum (315 hours) students: practice social work under supervision in an agency setting; apply, integrate, and translate theories into practice, and experience the economic,

political, and policy constraints on practice.

Note: There is a required, concurrent, online integrative practice seminar for practicum.

Prerequisite: 311 and 312 or 323

Grading: INP, COM, N, or F

SOCW 304A (3.0) **SOCIAL WORK PRACTICUM BY PRIOR LEARNING ASSESSMENT**

Students with significant work or volunteer experience in social work may complete the first BSW practicum by Prior Learning Assessment. Students will present evidence of their prior learning and practice experience in the form of a portfolio which specifically demonstrates their anti-oppressive practice and their acquisition of the skills and knowledge required in SOCW 304.

Prerequisite: 311 and 312 or 323

Note: Credit will not be given for both 304A and 304.

SOCW 311 (1.5) **(FORMERLY PART OF SOCW 323)** **UNDERSTANDING 'OPPRESSION'**

This course will examine key concepts such as 'Whiteness', 'oppression', 'marginalization', 'difference', 'rank' and 'power' that animate the practice of social work within a difference-centered, social justice framework. Critical theoretical and conceptual insights offered within various frameworks such as Indigenous, feminist, anti-racist, queer, and post-modern theories will be undertaken in order to arrive at a nuanced understanding of critical social work.

Note: Credit will be granted for only one of 311 or 323.

SOCW 312 (1.5) **(FORMERLY PART OF SOCW 323)** **COLLABORATIVE CONVERSATIONS: WORKING WITHIN COMMUNITIES**

This course will focus on developing social work practice skills with individuals and communities in ways that are both difference-centered and collaborative. Students will critically analyze and develop their own individual and community practice skills in relation to various community contexts, within a social justice framework. Examples of these include social services agencies and their clientele, the classroom, as well as grass roots organizations. Students will examine ways to further anti-oppressive skills that are effective, participatory and collaborative.

Note: Credit will be granted for only one of 312 or 323.

Pre- or Corequisites: 311

SOCW 312 includes 5-day required face-to-face classroom component held at UVic, usually last week of August.

SOCW 319 (1.5) **(FORMERLY PART OF SOCW 318)** **RESEARCH FOR SOCIAL CHANGE**

This course introduces students to research as social justice work. Students will learn about a range of qualitative and quantitative methodologies, with an emphasis on Indigenous, critical and anti-oppressive approaches. Students will be engaged in critically analysing what counts as knowledge, developing alternative ways of understanding social issues, redefining the relationship between researchers and participants, and developing skills in data collection, data analysis and proposal writing.

Note: Credit will be granted for only one of 318 or 319.

Pre- or Corequisites: 323 or 311 and 312

SOCW 350A (1.5) **LAW AND SOCIAL SERVICES**

Provides an overview of critical perspectives on social justice, law, the legal system and the legal processes that impact on social work practice. Students will critically examine and self-reflect on the interplay between marginalization and structural inequalities and law. Areas examined may include child welfare, mental health, human rights, youth justice, poverty and restorative practices.

Note: Credit will be granted for only one of 350A, 350, CYC 350A. Open to third- and fourth-year students with permission of the department.

SOCW 350B (1.5) **LEGAL SKILLS FOR SOCIAL SERVICE PROFESSIONALS**

A skill-based course focusing on the development of legal skills in an anti-oppressive framework. Emphasis is given to a critical analysis of the skills necessary to practice in statutory settings such as child welfare, and may include dispute resolution, advocacy, mediation, investigation, evidence-giving and report writing.

Note: Open to third and fourth year students with the department's permission. Not open for credit to students with credit in 350.

Prerequisites: 350A or CYC 350A

SOCW 354 (1.5) **AN INTRODUCTION TO INDIGENOUS ISSUES AND HUMAN SERVICES**

The course will critically examine the historical process of colonization in Canada, the resulting barriers embedded

in policy and practice, and alternative ways of viewing the socio-psychological position of Indigenous people in Canadian society. Contemporary issues and the movement toward self-determination will be discussed in relation to social work theory and practice. (Credit will not be given for both 354 and 454.)

Pre- or Corequisites: 300 or 323 or 311 and 312

SOCW 356 (1.5)
HUMAN DEVELOPMENT AND THE SOCIAL ENVIRONMENT WITHIN A GLOBAL CONTEXT

This course provides an overview of human development within a global context with a focus on social justice and diversity related to gender, race, class, ethnicity, culture, sexual orientation, and disability. In particular the course focuses on the impact of the cultural, global, spiritual and natural worlds people inhabit on understanding life span development with the implications of this understanding for social work practice.

Note: This course meets the Child Welfare Specialization requirements.

Pre- or Corequisite: 200A and 200B or permission of the department

SOCW 391 (1.5)
INDIGENOUS APPROACHES TO HEALING AND HELPING

Through direct interaction with Indigenous elders, political leaders and human service workers, students will explore traditional and contemporary approaches used by Indigenous peoples to help and heal in their communities. Students will be challenged to integrate these approaches into their own lives and social work practices.

Note: Limited to Indigenous students of North America or with permission of the department.

Pre- or Corequisites: 311 and 312 or 323

SOCW 400 (1.5)
INTRODUCTION TO SOCIAL WORK IN THE HEALTH CARE SECTOR

This course will examine 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 while examining the inter-professional nature of practice. Particular aspects of practice such as appropriate documentation, informed consent and community development will be included.

SOCW 402 (4.5)
SOCIAL WORK PRACTICUM II

In the second BSW practicum (420 hours) students have a further opportunity to develop, refine and apply generalist practice knowledge, skills, values and ethics under supervision in an agency setting. Generalist practice can include individual family, group and community work, organizational development and policy change.

Note: Credit will be granted for only one of 402, 404, 404A. There is a required concurrent Online integrative Practice Seminar included in this practicum.

Prerequisites: 323, or 311 and 312; 301 or 318 or 319; 304 or 304A

Pre- or Corequisites: One of 354 or 350A or 413 can be taken as a corequisite.

Grading: INP, COM, N or F

SOCW 404 (4.5)
CHILD WELFARE SPECIALIZATION: CHILD PROTECTION PRACTICUM

In this second BSW practicum (420 hours), students will have a further opportunity to develop, refine and apply generalist practice knowledge, skills, values and ethics. Under supervision in a mandated child protection setting (BC Ministry of Children and Family Development; Indigenous child welfare agency; an approved government agency in another province or country), students will apply child welfare law and policy to direct practice in child protection investigation, interviewing, assessment and court procedures; guardianship and care plans; and various aspects of case management.

Notes:

- Credit will be granted for only one of 404, 404A, 402. There is a required concurrent Online Integrative Practice Seminar included in this practicum.
- BC students may be required to complete a Ministry of Children and Family Development or Indigenous Delegated Authority Partial Delegation Exam prior to or during their practicum placement. Non-BC students may be required to meet the requirements applicable in other jurisdictions.
- Students must contact the School of Social Work at least one term in advance of registration for their practicum placement, in order to meet Ministry guidelines. Exceptions may be granted with permission from the Department.

Prerequisites: SOCW 301 or 318 or 319, SOCW 323 or 311 and 312, 304 or

304A, 350A, 350B, 354, 356, 471 (or HSD 462 - formerly SOCW 479), 413, 475, HSD 464 or SOCW 469. For Indigenous Child Welfare placements: SOCW 301 or 318 or 319, SOCW 323 or 311 and 312, 304 or 304A, 350A, 350B, 354, 356, 391, 491, 492.

Pre- or Corequisites: 451 and 476. For Indigenous Child Welfare placements: 413 and 451.

Grading: INP, COM, N, or F

SOCW 404A (4.5)
CHILD WELFARE SPECIALIZATION CHILD WELFARE PRACTICUM

In this second BSW practicum (420 hours), students have a further opportunity to develop, refine and apply generalist practice knowledge, skills, values and ethics while working under supervision in a child and/or youth and/or family serving agency with those who are affected by child welfare law, policy and practice.

Notes: Credit will be granted for only one of 404A, 404, 402.

There is a required concurrent Online Integrative Practice Seminar included in this practicum.

Prerequisites: SOCW 301 or 318 or 319, SOCW 323 or 311 and 312, 304 or 304A, 350A, 350B, 354, 356, 413, 471 (or HSD 462 - formerly SOCW 479), 475, HSD 464 or SOCW 469. For Indigenous Child Welfare placements: SOCW 301 or 318 or 319, SOCW 323 or 311 and 312, 304 or 304A, 350A, 350B, 354, 356, 391, 491, 492.

Pre- or Corequisites: 451 and 476. For Indigenous Child Welfare placements: 413 and 451.

Grading: INP, COM, N, or F

SOCW 413 (1.5)
CRITICAL SOCIAL WORK PRACTICES

This course will teach students to apply particular types of practices such as narrative, feminist, group work, strengths-based and Indigenous ways of practicing, as examples of liberatory social work practice. It will also provide students with an opportunity to critically analyze the limitations and strengths of these practices when working with issues of marginalization and difference. The assumptions of professionalism, nation state and the wider context within which these particular types of interventions are practiced will also be interrogated.

Prerequisites: 311 and 312

SOCW 433 (1.5) WORKING WITH TRAUMA

An examination of current theories and practices regarding trauma work will be explored. This includes the neurobiological impact as well as the intrapsychic, interpersonal, and the socio-political/cultural dimensions of traumatic experiences. Emphasis will be placed on concrete skills and strategies that apply to a wide variety of contexts. As well, students will explore how to reduce the prevalence of secondary traumatization on themselves, colleagues, agencies and communities.

Note: Credit will be granted for only one of 433, 460 (if taken in the same topic).

Pre- or Corequisites: 323, or 311 and 312

SOCW 435 (1.5) CRITICAL PERSPECTIVES IN MENTAL HEALTH PRACTICE

This social work course examines the concepts of “mental health” and “mental illness” from a critical perspective. The readings give an overview of key areas in knowledge and theory, and provide practical information about how to work with various mental health systems. Throughout this course, attention is given to the historical, socio-cultural, an political connections to mental health and illness with a particular focus on presenting multiple perspectives regarding a range of topic areas.

Pre- or Corequisites: 311 and 312 or 323

SOCW 451 (1.5) INDIGENOUS POLICY ISSUES IN SOCIAL WORK

This course builds on the structural theories and perspectives of social work practice introduced in SOCW 354. The focus will be on in-depth exploration and critical analysis of past and present policies of Canadian governments that affect the lives of Indigenous peoples. Contemporary responses and initiatives of Indigenous peoples through their own policies and practices will also be discussed.

Prerequisites: 354

SOCW 452 (1.5) TEACHING AND LEARNING FOR SOCIAL CHANGE

What does it mean to think of social workers as educators for social justice? In this course, students will develop a conceptual and experiential understanding of education, teaching, and learning. Knowledge and power will be explored from multiple perspectives,

including critical, Indigenous, and anti-oppressive perspectives. Opportunities for hands-on application will be an integral part of the course.

SOCW 465 (1.5) INTERDISCIPLINARY PRACTICE WITH CHILDREN AND FAMILIES

This course will provide opportunities for applying the skills, knowledge and beliefs essential for effective interdisciplinary practice with children and families. The course will explore the rationale for and a critical analysis of interdisciplinary practice. The contributions of different disciplines to addressing issues in child and family work will be featured

Note: Credit will be granted for only one of 465, HSD 465.

Prerequisites: 200A and 200B

SOCW 469 (1.5) INTRODUCTION TO DISABILITY STUDIES

The course offers a critical analysis of theory, policy and practice in the area of disability and focuses on issues affecting children, youth and adults with disabilities. Current issues in human rights, ethics, and attitudes about disability are examined within a framework of human rights, citizenship and inclusion. The course highlights the social work skills and practice knowledge required for anti-ableist practice. Various approaches to the planning and delivery of services are examined with an emphasis on those approaches that facilitate consumer choice and decision-making. This course is required for social work students enrolled in the Child Welfare Specialization

Note: Credit will be granted for only one of 469, HSD 464.

Prerequisites: 200A and 200B

SOCW 471 (1.5) ADDICTIONS IN SOCIETY: THEORY, PRACTICE AND POLICY

This course critically examines the theoretical perspectives on practice, programs, and policy in the field of addictions. Addiction and recovery will be examined as transactional processes that take place within larger socio-cultural contexts. The course places particular emphasis on the historical, social, geographic, and political contexts of addictions among women, youth, seniors, Indigenous peoples, and members of other marginalized social groups. The course examines issues in the regulation of control of substances and relevant trends in policy and program development. Student are expected to

use critical reflection to articulate their own perspectives on addiction.

Note: Credit will be given for only one of CYC 369, HSD 462, SOCW 471, or SOCW 479.

Pre- or Corequisites: 200A or 200B or by permission of the department.

SOCW 472 (1.5) SOCIAL WORK PRACTICE IN THE FIELD OF ADDICTIONS

Critically examine current practice models in the addictions field. Differing models of change including peer helping, harm reduction, Indigenous approaches to healing, and inclusive approaches to assessment, prevention, and intervention will be studied. Attention will be paid to the assessment and intervention across the life span and with populations who are subject to marginalization and discrimination. Practice strategies for working effectively with individuals who are coping with concurrent conditions will also be explored. Students will be asked to critically examine their own personal and professional preparation for addressing addiction issues in their chosen field of practice.

Prerequisites: 471.

SOCW 475 (1.5) CHILD WELFARE PRACTICE

This course will provide students with an opportunity to explore all aspects of child welfare practice with a particular focus on balancing the issues of power and authority with helping approaches, identifying and resolving ethical dilemmas, and developing community based approaches to serving families and children. Students will explore their own conceptual and philosophical orientation to child welfare practice.

Prerequisite: 323 or 311 and 312

Pre- or Corequisites: 323 or 413

SOCW 476 (1.5) FAMILY AND CHILD WELFARE POLICY

Critiques of family and child welfare policy and practice such as the feminist and Indigenous perspectives are challenging the social work profession. This course provides an opportunity to critically examine assumptions in family and child welfare policy including, notions of family, substitute care, conceptions about violence and neglect, how family and child welfare policy is developed and administered, and the political role of social work.

Prerequisite: 311 and 312 or 323

Corequisite: 323 or 413

SOCW 491 (1.5) INTEGRATION OF INDIGENOUS APPROACHES TO HEALING AND HELPING

Students will continue to explore traditional and contemporary approaches to helping and healing in their communities that they began in 391. Indigenous elders, political leaders and human service workers will again play a central role in this course. Students will also be challenged to critically and holistically integrate these approaches into an examination, articulation and development of their own ethical perspectives.

Note: Limited to the Indigenous students of North America or with permission of the department.

Prerequisites: 391.

SOCW 492 (1.5) PROTECTING INDIGENOUS CHILDREN

This course will provide students with an opportunity to explore the unique policy and practice considerations to providing child and family services in Indigenous communities in British Columbia. Students will be challenged to synthesize the demands of provincial child welfare legislation with emerging Indigenous practices and policies in a way that protects the identity, cultures, and social structure of Indigenous children and families.

Note: Limited to Indigenous students of North America or with permission of the Department.

Prerequisites: 391

FURTHER INFORMATION

For course information on the Bachelor of Social Work (BSW) by distance education, please contact:

School of Social Work
Distance Education Program
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2
Telephone: (250) 721-8036
Fax: (250) 472-4127
Website — <http://socialwork.uvic.ca/>
Email: socw@uvic.ca

Master of Arts in Community Development

DEGREES AND SPECIALIZATIONS OFFERED

MA IN COMMUNITY DEVELOPMENT

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, 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 residency, students will work on a Master's Project (CD 596/598) addressing a management, policy or program problem for a client in the community development sector.

PROGRAM LENGTH

The entry date for the program is May. The program operates year round and can be completed in 2.25 years.

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 Master's 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 Development

SECOND FALL: ONLINE

CD 512 (.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

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 (1.5)
Development Finance

CD 508 (1.5)
Co-operatives in Global Perspective

CD 509 (1.5)
Developing Capacities to Lead and Manage in the Non-profit Sector

CD 519 (1.5)
Strategic Communications, Engagement and Community Relations

CD 521 (1.5)
The Economics of Social Justice

CD 522 (1.5)
Understanding and Mainstreaming Gender

CD 523 (1.5)
Adult Learning and Education for Change

CD 590 (1.5)
Directed Studies

CD 591 (1.5)
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).

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

Telephone: 250-721-6446
Fax: 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

Masters in Education

The Department of Educational Psychology and Leadership Studies currently offers community-based Masters degree programs in Counselling to cohorts of professionals in education and other fields. Delivery formats and program lengths vary. There will be two summer sessions at the University, with some programs requiring three consecutive summers at the University of Victoria. Students work on their Project and Practicum in their home community over the winter months. Cohorts are generally restricted to 18 individuals.

Programs are initiated as a result of local needs communicated to the Department by interested individuals. The programs provide a wonderful opportunity for learning and advancing careers in the supportive environment of colleagues with similar and diverse backgrounds. For entry to the Counselling M.Ed. applicants are normally required to have a grade point average of 6.00 (B+) in the work of the last two years leading to the Baccalaureate degree. For detailed admission requirements please go to the website below, (choose Counselling Psychology and then click on Admission Information) and download the Counselling Psychology Admissions Guide.

FURTHER INFORMATION

For further information, or to add your name to our ongoing interest list (students will then be informed of upcoming programs), contact:

Ione Wagner
Educational Psychology and Leadership Studies
Faculty of Education
PO Box 3010 STN CSC
Victoria, BC V8W 3N4
250-721-7875 phone
250-721-6190 fax
iwagner@uvic.ca
<http://www.uvic.ca/education/psychology/>

Master of Science in Health Information Science Distributed Program

Health Information Science is the study of how health data are collected, stored and communicated; how those data are processed into health information suitable for administrative and clinical decision making; and how computer and telecommunications technology can be applied to support these processes.

The School of Health Information Science has over 20 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.

The distributed Master of Science in Health Information Science is set up as a two year program. Most courses are offered online through a combination of synchronous and asynchronous modes, except for a 2 week intensive face-to-face workshop offered each summer on campus at the University of Victoria. The stream includes courses from the School, as well as electives offered by senior faculty from the Universities of British Columbia, Alberta and Calgary, and Simon Fraser University.

ADMISSION REQUIREMENTS

Health or information technology (IT) professionals with an undergraduate degree and two or more years of relevant work experience who wish to become health informatics (HI) specialists are eligible to apply for admission into the distributed-stream program. Candidates who do not meet these requirements will be considered on an individual basis.

PROGRAM REQUIREMENTS

The program requires a minimum of 16.5 units of course work, and includes either a thesis or a research project.

MSC — THESIS OPTION

HINF 503 (1.5) Research Methods in Health Informatics

HINF 599 (6.0) Thesis

A minimum of 9 units from the HINF electives list.

MSC — RESEARCH PROJECT OPTION

HINF 503 (1.5) Research Methods in Health Informatics

HINF 598 (3.0) Major Project

A minimum of 12 units from the HINF electives list.

HINF Electives List

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 Informatics Literature Review

HINF 531 (1.5) Ethical and Legal Aspects of Health Informatics

HINF 535 (1.5) Health Informatics Standards

HINF 550 (1.5) Health Information System Design

HINF 551 (1.5) Electronic Health Record

HINF 552 (1.5) Evaluation in E-Health

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)

Courses Offered in 2011–2012

HINF 501 (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.

HINF 503 (1.5) RESEARCH METHODS IN HEALTH INFORMATICS

This course examines a variety of study designs used in medical 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 535 (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 relevance of and practical skills in working with standards.

HINF 550 (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.

**HINF 561 (1.5)
PROJECT MANAGEMENT IN HEALTH
INFORMATICS**

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 scheduling management.

**HINF 562 (1.5)
PROCUREMENT IN HEALTH
INFORMATICS**

Introduction to the procurement process in health informatics and will cover key decisions making aspects in the analysis and selection of health information systems, An important goal of this course is to have students appreciate the dynamics and compromises which take place when a health care authority/facility selects information technology to primarily support its work practices.

**HINF 572 (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. Topics will include basic foundations of health informatics, and consider a range of emerging applications in health informatics as well as approaches to understanding and evaluating healthcare informatics technological innovations.

**HINF 575 (1.5)
HUMAN FACTORS IN HEALTHCARE**

Introduces a framework for considering human factors in health informatics will be presented. This includes study of human-computer interaction in the design of a range of health informatics applications, user analysis, workflow modeling, 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 591 (1.5)
TOPICS IN HI**

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 (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 (6.0)
HI THESIS**

The thesis provides the student with the opportunity of conducting original research and interpretation of those results in HI.

CONTACT INFORMATION

Graduate Program Assistant/Secretary:

E-mail: hisgrad@uvic.ca
Phone: 250-721-6459

Website: <http://hinf.uvic.ca/>

Master of Nursing

The School of Nursing offers three practice, theory, and research-based graduate program options each leading to the degree Master's of Nursing (MN) and may apply for a double masters degree in Nursing and Health Information Science. In addition, a PhD program in Nursing is offered to qualified graduates of masters programs. Direct admission from the MN to PhD is possible for highly qualified candidates.

**MASTER OF NURSING
DEGREE PROGRAM**

Master of Nursing students select their advanced nursing focus from one of three options: nurse leader, nurse educator, or nurse practitioner. All students take the same core courses and complete additional course work and practica applicable to their chosen option. Students in all MN Programs graduate with a Master of Nursing degree.

Advanced practice nurses analyze and synthesize knowledge in their clinical practice from graduate level education, nursing practice, nursing theory and research to meet the health needs of individuals, families, communities, or entire populations. They adapt their expert clinical knowledge and skills in the development of health policy and health care decision-making, nursing knowledge and the nursing profession, and the client and system outcomes (2007 draft, CNA).

MASTER OF NURSING OPTIONS

**MN: Advanced Practice
Leadership (APL)**

The Advanced Practice Leadership option prepares nurses for advanced practice roles such as clinical nurse specialist and clinical leadership roles. Graduates of the program are prepared to fill leadership in primary care, acute care, and community care.

MN: Nurse Practitioner (NP)

The Nurse Practitioner option prepares nurses to become family nurse practitioners in primary care settings. Practice experiences must be completed in British Columbia. Graduates are eligible to write the examinations leading to CRNBC registration as Nurse Practitioner (Family) in BC.

MN: Nurse Educator (NUED)

The Nurse Educator option prepares nurses for intersectoral nurse educator roles. Graduates of the program will have an enriched capacity to work across the health care delivery sector and academic settings with the skills to develop and to critique nursing practice/nursing education.

Master of Nursing: Advanced Practice Nursing — Master of Science in Health Information Science: 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 Information Science. 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.

Visit the School of Nursing Website for:

- Program information
- Requirements for admission
- Application deadlines
- Faculty research interests

Master of Public Administration

MPA ONLINE

The MPA Online is specifically designed for part-time learners who want to combine graduate studies with work and family responsibilities. The MPA Online connects active professionals to an advanced program in public management. The knowledge you gain will develop and refine your public sector leadership skills and enrich your professional life.

The MPA Online program curriculum emphasizes the development of skills and knowledge for public and non-profit sector management. Coursework provides fundamental knowledge and skills in areas such as public sector governance, economic analysis, research methods, policy analysis, financial management, leadership, administrative law, strategic planning, and performance management. The online delivery of the program requires students to use emerging information and communication technologies for collaborative work.

For further information, please visit <http://publicadmin.uvic.ca>

PROGRAM REQUIREMENTS**Master's Program**

The MPA Online program requires students to complete nine required core courses supplemented by two electives.

At the end of their program, all MPA students choose between completing a Master's Project (ADMN 598) or a Master's Thesis (ADMN 599).

MPA Online Program

The School offers courses to MPA Online students in all three academic terms. MPA Online students are generally advised to take two courses per term.

YEAR ONE**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) *****Writing in the Public Sector**

* ADMN 516 is mandatory and must be taken in conjunction with at least one other first term course.

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****YEAR TWO****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)**

Select two course electives from those offered by the School of Public Administration or, with permission, upper-level (400) undergraduate courses through the Diploma program or other academic programs.

Term 6 (Summer Term, May–Aug)**ADMN 598 (4.5) Master's Project or ADMN 599 (6.0) Master's Thesis**

Students produce a Master's Thesis (ADMN 599) or Master's Project (ADMN 598) to complete their MPA requirements. 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.

ADMISSION TO MASTER'S PROGRAM

To be eligible for admission, students must:

- Have an undergraduate degree with a minimum B+ average (75-79%) in the last two years (30 units) leading to the undergraduate degree. Applicants to the online program with 5 or more years relevant professional experience whose grade point average is below B+ may be considered.
- Fill out an application form online <http://www.pas.bc.ca/> or download the Faculty of Graduate Studies application form: <http://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 Assessment Reports from academic referees. To strengthen your application, we recommend that your referees attach a Letter of Reference in addition to the Assessment Report. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include three Assessment Reports and Letter of Reference from current or former employers in place of academic referees.
- Submit relevant transcripts.
- Submit a professional résumé.
- Submit a Letter of Intent describing why you are seeking an online MPA and how the degree relates to your career plans, personal values and goals.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses). 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.

The 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 (included within the application package) 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 and that all points in the admission checklist have been satisfied. As admission to the MPA online program is very competitive, applicants who possess the minimum normal admission requirements are not guaranteed admission to the program. Please see the University of Victoria Graduate Studies Calendar for more information.

Deadlines

- December 15 for International Students.
- January 15 for Domestic applicants.

COURSES OFFERED IN THE MPA ONLINE

ADMN 502A (1.5) RESEARCH DESIGN: CRITICAL APPRAISAL OF INFORMATION

Understanding how research is structured and conducted is a vital skill in the public sector. This course 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 (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 ADMN 502A, this course 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 instructor.

ADMN 504 (1.5) PUBLIC SECTOR GOVERNANCE

This foundation course helps students to build and refine their understanding of Canadian public sector governance. The focus is on key governance institutions and processes, the efforts being made to reform them and the theories lying behind those efforts. Specifically, the course will examine reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.

ADMN 548 (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 (1.5) FORMERLY: 551A AND 551B INTRODUCTION TO ADMINISTRATIVE JUSTICE

This course 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 (1.5) UNDERSTANDING CITIES

Cities are a basic building block to society, and offer an interesting opportunity to study political, social and economic issues. In this course, students examine European and North American/Canadian cities using academic and government resources to analyze and compare their various aspects.

ADMN 554 (1.5) RESPONSIBLE PUBLIC MANAGEMENT

This course is designed to give students the opportunity to: understand the value dimensions of public management; reflect upon and enhance their own ethical reasoning skills; critically examine existing behavioural standards and guidelines for public managers; work with colleagues to establish what actions would be morally defensible in real administrative and policy making situations; and consider what steps can be taken to enhance responsible public management.

Note: Credit will be granted for only one of ADMN 554, 422.

ADMN 556 (1.5) THE PUBLIC POLICY PROCESS

This course focuses on the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. It is designed to give you 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: ADMN 504 or permission of the department. ADMN 509 recommended.

ADMN 577 (1.5) STRATEGIC PLANNING AND IMPLEMENTATION

This course is designed to examine the concepts and practice of strategic planning and project management. You will learn 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. You will become familiar 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 580 (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 (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: ADMN502B or permission of the department.

ADMN 582 (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 590 (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 598 (4.5) MASTER'S PROJECT

The Advanced Management or Policy Report requires a substantial analysis of a management, policy or program problem for a client in the non-profit or public sector. The Master's Project is prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. The Project is defended in an oral examination. For more information, please refer to the School of Public Administration website.

Grading: INP, COM, N or F

ADMN 599 (6.0) MASTER'S THESIS

The 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. For more information, please refer to the School of Public Administration website.

Grading: INP, COM, N or F

FURTHER INFORMATION

For further information on the MPA Online and the campus-based Master of Public Administration program please contact:

Dr. James McDavid
Graduate Program Advisor
gradspa@uvic.ca

or

Judy Selina
Graduate Administrative Assistant
(250) 721-6448
padm@uvic.ca

School of Public Administration web site:
<http://publicadmin.uvic.ca/>

Graduate Professional Certificates

SCHOOL OF PUBLIC ADMINISTRATION, FACULTY OF HUMAN AND SOCIAL DEVELOPMENT

The School of Public Administration offers specialized credential programs via distance methods, intended to strengthen the leadership and management skills of working professionals. The program requirements draw upon the regular Master of Public Administration curriculum with assignments and course content that is tailored to meet the needs of specific professions.

GRADUATE PROFESSIONAL CERTIFICATE IN LIBRARY SECTOR LEADERSHIP

This program is a five-course part-time program which includes an on campus orientation course (ADMN 517A). Students must also complete four specified ADMN 500-level online courses. Registering in one course per term, it is possible to complete the program in 16 months.

Application Deadline: September 30

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 ADMN 500-level 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.

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.

Application Deadline: March 1

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.

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).

For information on the Graduate Certificates and the Graduate Diploma Programs, please visit the School of Public Administration website: <http://publicadmin.uvic.ca/gradcerts>

PROGRAM REQUIREMENTS

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 enroll in the missed course in the next academic year (or the next offering). Note that the orientation course (ADMN 517A) includes 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 Organizations

ADMN 530A (1.5)

Increasing Organizational Effectiveness

ADMN 531A (1.5)

Strategic Human Resource Management

ADMN 577A (1.5)

Strategic Planning and Implementation

GRADUATE CERTIFICATE IN EVALUATION AND GRADUATE DIPLOMA IN EVALUATION

ADMN 537 (1.5)

Program Evaluation and Performance Measurement

ADMN 580 (1.5)

Qualitative Evaluation Methods and Applications

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

ADMN 544 (1.5)

Economic Evaluation Methods and Applications

For students who opt to enroll in the Diploma in Evaluation, they will then complete:

ADMN 596 (4.5)

Evaluation Project

COURSES REQUIRED FOR THE GRADUATE PROFESSIONAL CERTIFICATE IN LIBRARY SECTOR LEADERSHIP

ADMN 517A (0.5)

GRADUATE PROFESSIONAL CERTIFICATE ORIENTATION

This course will orient students enrolled in the Graduate Professional Certificate in Library Sector Leadership program.

Grading: INC, COM, F, N

Note: Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

**ADMN 507A (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. This course 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 only be granted for one of ADMN 507A, 507, 507B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: ADMN 517A

**ADMN 530A (1.5)
INCREASING ORGANIZATIONAL
EFFECTIVENESS**

This course is 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 only be granted for one of ADMN 530A, 530, 530B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: ADMN 517A

**ADMN 531A (1.5)
STRATEGIC HUMAN RESOURCE
MANAGEMENT**

This course is intended to explore the vital role of human capital in organizations, with an emphasis on the library sector. Strategic human resource management 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. This course will also assist you in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

Note: Credit will only be granted for one of ADMN 531A, 531, 531B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: ADMN 517A

**ADMN 577A (1.5)
STRATEGIC PLANNING AND
IMPLEMENTATION**

This course is designed to examine 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. You will become familiar with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis and the management of human resources involved in project management.

Note: Credit will be granted for only one of ADMN 577A, 577, 577B, 477, 411. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

Prerequisites: ADMN 517A

**COURSES REQUIRED FOR THE
GRADUATE CERTIFICATE IN
EVALUATION AND GRADUATE
DIPLOMA IN EVALUATION**

**ADMN 537 (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 580 (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 (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 (1.5)
TOPICS IN PROGRAM EVALUATION,
PERFORMANCE MEASUREMENT,
PERFORMANCE MANAGEMENT AND
KNOWLEDGE MANAGEMENT**

Designed to explore contemporary issues and problems in the field of evaluation and performance management. Topics will be selected for each offering of the course. Examples of topics to be included are: contribution analysis; gaming of performance measurement; professionalizing evaluation; managing knowledge creation and its uses in complex organizations; understanding and influencing organization's cultures to increase and sustain knowledge utilization; audit and evaluation; comparative evaluation; and evaluation in developing countries.

**ADMN 544 (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.

Prerequisites: For others: permission of the department.

**ADMN 596 (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

Master of Public Health and Graduate Diploma in Public Health

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

The School offers a Master of Public Health and a Graduate Diploma in Public Health, each with a September entry. Applications are due by the preceding February 1.

September – December 2011

PHSP 501*
PHSP 503

January – April 2012

PHSP 502
PHSP 505*

*Also available to Diploma students

CONTACT INFORMATION

School of Public Health and Social Policy
Location

Human and Social Development
Building, Room B202

Mailing Address

School of Public Health & Social Policy
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Telephone: 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

Master of Social Work Online Programs

The School of Social Work offers three graduate programs through distance education. Please contact the department directly to find out more about the MSW Advanced Program, MSW Indigenous Specialization Program, and the non-BSW entry MSW Program.

250-472-5622
bswmsw@uvic.ca

<http://socialwork.uvic.ca/prospective/msw/>

PROGRAM OVERVIEW

The School of Social Work offers on-line graduate programs leading to the degree of Master of Social Work that are fully accredited by the Canadian Association for Social Work Education. The programs are designed to provide graduate students 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.

Within the School of Social Work graduate programs (MSW), there are three distinct programs that students can choose from leading to a Master of Social Work degree:

MSW ADVANCED PROGRAM

The MSW advanced program is designed to provide graduate students an 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.

MSW INDIGENOUS SPECIALIZATION PROGRAM

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.

NON-BSW ENTRY MSW PROGRAM

The School of Social Work non-BSW entry MSW program is a program of studies which emphasizes the critical role. This non-BSW entry graduate

program will have a specialized program of studies which emphasizes the critical role of community context on practice, regardless of the students' choice of areas(s) of practice. Qualified applicants with a degree other than social work have access to this non-BSW entry program.

PROGRAM REQUIREMENTS

MSW ADVANCED ON-LINE PROGRAM

The MSW advanced (standard) program 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 practicum (3.0).

Core Course Requirements (Totalling 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 518 (1.5)
Making Other/Making Self:
Race and the Production of Knowledge

Additional Program Requirements

Thesis Option

- SOCW 599 (6.0) Thesis

Non-thesis Option

- SOCW 506 (3.0) Practicum
and either
 - SOCW 596 (3.0) Team Graduating Research Report/Project
- or**
 - SOCW 598 (3.0) Individual Graduating Research Project

Electives (Totalling 1.5 Units)

To make up the 1.5 elective units, the student must take a social work elective course at the 400 or 500 level, or a general graduate elective course, subject to the approval of the School. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

Elective Social Work Courses

- SOCW 500 (1.5)
Promoting Professional and Community Learning
- SOCW 503 (1.5)
The Social Construction of Health, Illness, and Aging
- SOCW 504 (1.5)
Community Development in Health and Social Services
- SOCW 505 (1.5)
Child Welfare Seminar
- SOCW 518 (1.5)
Making Other/making Self: Race and the Production of Knowledge
- 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 533 (1.5)
Working with Trauma
- SOCW 560 (1.5)
Community Politics and Social Change (formerly the other half of HSD 510)
- SOCW 580 (1.5 or 3.0)
Special Topics in Social Work and Social Welfare
- SOCW 590 (1.5 or 3.0)
Directed Studies

MSW INDIGENOUS SPECIALIZATION ON-LINE PROGRAM

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).

Core Course Requirements (Totalling 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) Practicum **and either**
 - SOCW 596 (3.0) Team Graduating Research Report/Project
- or**
- SOCW 598 (3.0) Individual Graduating Research Project

NON-BSW ENTRY MSW ON-LINE PROGRAM

The non-BSW entry MSW program requires a minimum of 15 units in the foundation year of study and 15 units in the MSW advanced year of study. The advanced year of this program is the same as the MSW Advanced Program. The first 15 units are made up of 10.5 units of core courses, 1.5 unit of electives, and 3.0 units of practicum. The MSW advanced year of the program requires a minimum of 15 units that are made up of 7.5 units of core courses, 1.5 units of electives and either a thesis (6.0) or practicum (3.0) and a project (3.0). Students in the Non-BSW entry MSW program begin their degree in the September session.

Core Course Requirements (Totalling 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) Difference-centered Theories
- SOCW 545 (1.5) Networks and Communities
- SOCW 550 (1.5) Law and Social Work
- SOCW 546 (1.5) Collaborative Conversations

Additional Program Requirements (Totalling 3.0 Units)

- SOCW 540 (3.0) Practicum

Electives (Totalling 1.5 Units)

To make up the 1.5 elective units, the student must take at least 1.5 units of social work elective courses selected

from courses at the 400 or 500 levels. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

- SOCW 500 (1.5) Promoting Professional and Community Learning
- SOCW 503 (1.5) The Social Construction of Health, Illness, and Aging
- SOCW 504 (1.5) Community Development in Health and Social Services
- 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 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

For advanced year in the Non-BSW entry MSW program please see the course plan for the MSW Advanced Program.

CURRICULUM

The following provides a description of required and elective courses for all three MSW programs.

Note: Elective courses are offered as resources permit. Therefore not all electives are offered each calendar year.

SOCW 500 (1.5) PROMOTING PROFESSIONAL AND COMMUNITY LEARNING

This elective course 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.

SOCW 501 (1.5) DEBATES, IDEAS AND DISCOURSES IN SOCIAL WORK

This core course examines and critiques current debates, ideas and discourses relating to social work knowledge and

practice. This course looks at social work ideas (as they pertain to both practice and policy) historically and currently, and critically engage with them from a variety of perspectives, such as feminist, Indigenous, critical and post-structural. Emphasis is placed on these perspectives because they challenge prevailing assumptions about individualism, meritocracy, professionalism and philanthropy.

SOCW 503 (1.5) THE SOCIAL CONSTRUCTION OF HEALTH, ILLNESS, AND AGING

This elective course 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. The course considers the relationships between health status and work, family relationships, housing and the consequences of inequality on health throughout the life span.

SOCW 504 (1.5) COMMUNITY DEVELOPMENT IN HEALTH AND SOCIAL SERVICES

The intent of this elective course is to analyze critically 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.

SOCW 505 (1.5) ADVANCED CHILD WELFARE SEMINAR

This elective course examines and critiques ideas and discourses relating to child welfare knowledge, policy and practice. It looks at child welfare ideas as they pertain to both practice and policy historically and currently, and critically engages with them from a variety of perspectives, predominantly Indigenous and including feminist, critical and post-structural views. Emphasis is placed on these perspectives because they challenge prevailing assumptions about child welfare policy and practice.

SOCW 506 (3.0) MSW PRACTICUM

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

The practicum contract and method of evaluation must be approved by the instructor and graduate adviser prior to registration.

Practicum information: <http://socialwork.uvic.ca/programs/bsw/practice.htm>

Note: Pro Forma required.

Prerequisites: Students must have completed 6 units of coursework before registering.

Grading: INP, COM, N, F.

SOCW 506A (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: Students must have completed 6 units of coursework before registering.

Grading: INP, COM, N, F.

SOCW 510 (1.5) POLICY CONTEXT OF PRACTICE

This core course reviews and analyzes a number of explanations of the policy making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course 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.

SOCW 512 (1.5) KNOWLEDGE AND INQUIRY

This core course takes as its starting point the idea that responsible and effective professional and scholarly practice begins with a critical examination of how relations of power shape knowledge production. Underpinning the course readings and class discussions is a key question: What explanatory frameworks do we draw on to explain or practice and our professional/personal identity?

SOCW 516 (1.5) RESEARCH METHODOLOGIES

This core course critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.

SOCW 517 (1.5) RESEARCH SEMINAR

This core course focuses on specific methodological, analytical and/or theoretical aspects of research for the thesis or project. Content varies from year to year, depending on students' interests and needs.

Prerequisite: SOCW 516

SOCW 518 (1.5) MAKING OTHER / MAKING SELF: RACE AND THE PRODUCTION OF KNOWLEDGE

Explores the ways in which knowledge production is radicalized 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 profession/personal identity.

SOCW 519 (1.5) SOCIAL WORK ETHICS: "ENCOUNTERING THE OTHER"

This elective course will introduce students to differing theoretical perspectives on social work ethics. The focus of the course will be on the ethics of encounter with the "other" that forms a part of everyday social work practice. Critical race, feminist and postmodern analysis will be used to work out ethical dilemmas that social workers encounter in their daily practice.

SOCW 521 (1.5) INDIGENOUS PERSPECTIVES TO KNOWLEDGE AND RESEARCH

This core course will explore the dimensions of Indigenous ways of knowing that influences research with Indigenous communities. Students will explore how, and from where, their own knowing emerges as well as critically examine how knowledge is constructed within the larger society. The course focuses on the layers and multitudes of relationships that the self experiences with others and the world including the many ways in which power, culture, ethics, protocols, language, place and spirit

shapes knowledge. Students will have an opportunity to apply this knowing to their personal knowing and researching values and framework.

SOCW 522 (1.5) CRITICAL INDIGENOUS ANALYSIS OF SOCIAL WORK THEORY

This core course provides a critical analysis, from an Indigenous perspective, of social work theory. Students examine critically how culture, modernism, class, race and professionalism, have influenced the development of social work practice, and how these characteristics manifest themselves in practice in Indigenous communities. Attempts to decolonize through Indigenous policy development are examined along with examples of their application to social welfare. Students are expected to apply ideas and concepts from the policy literature to policy development in their own agency.

SOCW 523 (1.5) SELF-CONSCIOUS TRADITIONALISM IN INDIGENOUS SOCIAL WORK PRACTICE SEMINAR

This is a seminar (core course) in which students critically explore alternative models of Indigenous social work practice drawn from the literature and from their own practice. Concepts and skills of Indigenous leadership are also explored.

SOCW 524 (1.5) CRITICAL INDIGENOUS ANALYSIS OF SOCIAL WELFARE POLICY

This core course provides for the critical analysis from an Indigenous perspective of social welfare policy. Students critically examine how capitalism, colonialism, race and class are embedded in social welfare policy. Examples of Indigenous policy development are also examined to explore the components of alternative visions of welfare. Students are expected to apply ideas and concepts from the policy literature to policy development in their own agency.

SOCW 525 (1.5) SEMINAR IN CHILD WELFARE POLICY AND PRACTICE IN INDIGENOUS COMMUNITIES

This elective seminar provides for the examination of critical issues in family and child welfare policy and practice development in Indigenous Communities. The critical issues to be examined are determined collectively by students and faculty in the context of the literature.

**SOCW 526 (1.5)
SEMINAR IN COMMUNITY HEALTH
POLICY AND PRACTICE IN
INDIGENOUS COMMUNITIES**

This elective seminar provides for the examination of such critical issues in community health as sexual abuse, substance misuse and family violence along with the collective steps that Indigenous (and other) communities have taken to restore health. The critical issues to be examined are determined collectively by students and faculty.

**SOCW 527 (1.5)
RESEARCH METHODS**

This core course critically reviews the research methodologies that have proved most productive in the development of Indigenous knowledge. The course 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: Completion of Social Work 521, 522, 523, 524

**SOCW 528 (1.5)
RESEARCH SEMINAR**

The core research seminar provides support to students in the development of their research proposal (thesis or research project) and the conduct of their research.

Prerequisites: Completion of Social Work 527.

Co-requisite: Registration in one of Social Work 596, 598 or 599

**SOCW 530 (1.5)
CRITICAL EXPLORATION OF THE
SOCIAL WORK THERAPEUTIC
RELATIONSHIP IN HEALTH CARE**

This elective course provides students with an opportunity to critically examine 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.

**SOCW 531 (1.5)
CRITICAL EXPLORATION OF
LEADERSHIP ROLES FOR SOCIAL
WORKERS IN HEALTH CARE**

This elective course will be inquiry based providing students with an opportunity 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.

**SOCW 532 (400) (1.5)
INTRODUCTION TO SOCIAL WORK IN
THE HEALTH CARE SECTOR**

Examines the knowledge and skills required for social worker to be effective advocates while caring out a range of responsibilities in the health care 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.

**SOCW 533 (1.5)
WORKING WITH TRAUMA**

This elective course explores current theories and practices regarding trauma work. Particular emphasis will be placed on the neurobiological and psychophysical qualities of traumatic stress, as well as the interpersonal and socio-political/cultural contexts that lend themselves to traumatic stress. Various theoretical contributions which support qualities and strategies of resilience will be examined. Emphasis will be placed on concrete skills, practices and strategies that have applicability to a wide variety of contexts including work with individuals, groups, communities and which translate to policy development.

**SOCW 540 (3.0)
PRACTICUM (FOUNDATION YEAR)**

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

Grading: INP, COM, N, F.

**SOCW 544 (1.5)
GLOBAL CITIZENSHIP AND CIVIL
SOCIETY; FROM 'TOURIST' TO
'VAGABOND'**

Taking the perspective of 'citizenship as participation', this elective course will explore the lived realities of global citizenship as it is configured on the basis of geography, class, race, gender, and other identity locations. It will explore the

role of civil society globally, as instances of citizenry participation against global injustices. Students will develop an understanding of the role that they can play as global citizens and in the field of international social work.

**SOCW 543 (1.5)
THEORIZING SOCIAL DIFFERENCE**

This core course will examine key concepts important to develop a better understanding of oppression and anti-oppressive practice. Greater emphasis will be placed on understanding oppression from structural and (critical) post-modern perspectives. Analysis of the history of the social work profession will also be undertaken so as to arrive at a nuanced understanding of critical social work. Experiential learning by analyzing practice with/in students' communities and developing collaborative approaches to practice will be emphasized.

**SOCW 545 (1.5)
NETWORKS AND COMMUNITIES**

This core course is concerned with 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, anti-racist and anti-colonial community practice as experiences within their own communities.

**SOCW 546 (1.5)
COLLABORATIVE CONVERSATIONS**

This core course focuses on the development and furthering of social work practice skills that facilitate collaborative engagement with individuals, groups and communities. Students will examine critical theories, social justice frameworks and practice ideas that are difference centered. Emphasis is placed on becoming more effective, participatory and collaborative with clients, social service agencies, grassroots organizations and civil society.

**SOCW 548 (1.5)
COMMUNITY RESEARCH METHODS**

This core course introduces community research methods; including collaborative, community-based and action research. The course emphasizes methodological questions and techniques, both qualitative and quantitative, that are relevant to community based social work practice and research.

**SOCW 550 (1.5)
LAW AND SOCIAL WORK**

This core course provides theories and multiple critical perspectives on law, the legal system and the legal processes that impact on professional practice. Students will critically examine and self reflect on the interplay between marginalization, structural inequalities and law.

**SOCW 551 (1.5)
INDIGENOUS COMMUNITIES:
PRACTICE AND POLICY**

This core course will critically examine 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 had an opportunity to examine their self location, ideas, values and beliefs about working with Indigenous peoples and develop a practice framework, based on social justice, for working with Indigenous communities.

**SOCW 560 (1.5)
COMMUNITIES, POLITICS AND
SOCIAL CHANGE**

This elective course engages students in drawing out the possibilities for social change in multiple settings. It 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. This course is 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.

**SOCW 580 (1.5 OR 3.0)
SPECIAL TOPICS IN SOCIAL WORK
AND SOCIAL WELFARE**

This is a variable content course that will deal with special issues in social welfare and approaches to social work practice. May be taken more than once for credit with different course content.

Note: Offered as resources permit.

**SOCW 590 (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.

Note: May be taken more than once for credit with different course content. Pro Forma required. Offered as resources permit.

**SOCW 596 (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 coursework, including 516, before registering.

Grading: INP, COM, N or F

**SOCW 598 (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 coursework, including 516, before registering.

Grading: INP, COM, N or F

**SOCW 599 (6.0)
THESIS**

The thesis will entail 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 or F

DELIVERY

All three MSW programs are primarily full-time graduate programs delivered through web-based distance education. One week on-campus institutes are offered in the summer. The on-campus institute provides students with the opportunity to visit the UVic campus and to meet face-to-face with faculty, staff and students, and to begin a SOCW course. Please visit the School of Social Work website for more information on the number of required on-campus visits for the MSW Advanced, MSW Indigenous Specialization and non-BSW entry MSW programs.

All students admitted to an MSW program must have computer and

internet access for the duration of their program of studies in order to participate in web based learning, and for program administration purposes. Students require a UVic NetLink-ID, and it is strongly recommended that students have a UVic e-mail address. A high speed internet connection is highly recommended for students participating in web-mediated courses.

FURTHER INFORMATION

For further information on the MSW programs by distance education, please contact:

School of Social Work
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Telephone: (250) 721-8036
Fax: (250) 721-6228
Website - <http://socialwork.uvic.ca/>
Email: bswmsw@uvic.ca

Continuing Studies in Education (CSIE) Courses and Program

PROGRAM OVERVIEW

Continuing Studies in Education offers a wide range of credit and non-credit courses, program and professional development opportunities to meet the needs and interests of educators throughout the province and beyond. Although offerings focus on educational issues, many of them are also relevant to the community at large, members of other helping professions, and professional associations or special interest groups such as parent advisory councils and organizations concerned with special education or adult education.

Continuing Studies in Education, Division of Continuing Studies, coordinates offerings in cooperation with the Faculty of Education's departments: School of Exercise Science, Physical and Health Education, Educational Psychology and Leadership Studies, and Curriculum and Instruction and the French department.

Throughout the year, current information is available at the Continuing Studies in Education Web site:
<http://www.uvcs.uvic.ca/education/>

Continuing Studies in Education (CSIE) designs and delivers credit and non-credit courses and programs at the undergraduate level. Our delivery formats provide flexible opportunities for ongoing study including: on-site or distance education; locations on- or off-campus; evening and weekend delivery; and year-round delivery.

Our non-credit professional development and in-service offerings can be customized with ideas and expertise that address your school or district priorities. Choose from a wide range of presentations offered by the Faculty of Education, or ask us to coordinate an in-service program designed around a special theme, educational issue or curriculum area.

Undergraduate Courses

Continuing Studies in Education provides undergraduate courses throughout British Columbia where interest and sufficient enrollment warrant.

If you wish a particular undergraduate credit course delivered in your location,

or information regarding other course offerings, please contact:

Hayley Hewson,
Program Coordinator
Phone: 250-721-7873
Email: hhewson@uvic.ca

Professional Development Institutes

Credit and non-credit institutes, and professional development workshops provide access for certified teachers and others in the K-12 school system to opportunities for professional growth, as well as timely and relevant support for curriculum and classroom issues in BC education. By bringing together educators with similar interests, they foster acquisition of new information and the development of networks to share ideas and effective practices. Detailed information on all summer and winter institutes, as well as professional development workshops appears on the CSIE Website (<http://continuingstudies.uvic.ca/csie/>)

In response to requests from a district or region, Continuing Studies in Education can also organize credit or non-credit institutes, professional development workshops to meet particular needs or interests.

For further information contact:

Lona McRae, Program Secretary
Phone: 250-721-6192
Email: education@uvcs.uvic.ca

CURRICULUM

FALL AND SPRING TERMS 2011–2012

These courses are offered online via the Internet.

EDCI 441 (A01) (1.5) **FORMERLY: ED-B 442, PART OF 446** **LITERACY STRATEGIES FOR** **SUPPORTING STRUGGLING LEARNERS I**

A course covering classroom diagnosis. Focus on assessment and instructional issues, practices and strategies for students who struggle with reading and writing. A practical component involves administering and interpreting an informal reading assessment to a student who struggles with literacy, and planning an appropriate instructional intervention.

Note: Credit will be granted for only one of 441, 446, ED-B 442.

Prerequisite: Completed or enrolled in the professional year of a teacher education program that includes 1.5 units of a

reading instruction course or permission of the instructor.

Dates: September–December 2011

EDCI 442 (A01) (1.5) **FORMERLY: ED-B 442, PART OF 446** **LITERACY STRATEGIES FOR** **SUPPORTING STRUGGLING LEARNERS II**

Building on the course content of EDCI 441, this course further explores assessment and instructional practices for elementary, middle and high school students who experience difficulties with reading and writing. A practical component involves creating and delivering a series of intervention lessons to a student who experiences challenges with literacy learning.

Note: Credit will be granted for only one of 442, 446, ED-B 442.

Prerequisite: EDCI 441 or permission of the instructor.

Dates: January–April 2012

EDCI 447 (A01) (1.5) **FORMERLY: ED-B 491** **PRINCIPLES OF TEACHING ENGLISH** **TO SECOND LANGUAGE LEARNERS**

This course looks at the principles and theories of teaching English as a second language, and examines the curriculum and methodology for use in ESL language programs in elementary, middle and secondary schools. Participants will learn to identify the ways that a learner's culture and first language impact learning of a second language, develop skills for analyzing student progress in learning the second language, and learn how to select effective principles and strategies for teaching students who have English as a second language.

Note: Not open to students with credit in ED-B 490 or 491.

Prerequisites: Professional year or registration in the Faculty of Education, or Diploma in Applied Linguistics or major in Applied Linguistics.

Dates: September–December 2011

EDCI 448 (A01) (1.5) **FORMERLY: ED-B 492** **ORGANIZATION AND PROCEDURES** **FOR INSTRUCTION OF ENGLISH TO** **SECOND LANGUAGE LEARNERS**

This course examines current models for the organization and instruction of ESL classes in the K-12 school system. Participants will apply theoretical knowledge of language learning, learn practical techniques for teaching ESL across the curriculum, and practice

and share strategies for successful ESL teaching at the elementary, middle and secondary school levels. The integration of language and content instruction is emphasized.

Note: Not open to students with credit in ED-B 490 or 492.

Prerequisites: Professional year or registration in the Faculty of Education, or Diploma in Applied Linguistics or major in Applied Linguistics.

Dates: January–April 2012

**ME 310 (A01) (1.5)
LEARNING TO LISTEN TO MUSIC —
A MULTIMEDIA MUSIC LISTENING
AND MUSIC APPRECIATION COURSE**

Learning to Listen to Music is designed to introduce you to the major forms, styles, and composers of classical music in the western world to the mid-Twentieth Century. Some emphasis in the latter part of the course will be placed on modern Canadian music.

Dates: January–April 2012

**EPHE 143 (1.5)
FORMERLY: PE 143
FALL (A03); SPRING (A03)
MULTIDISCIPLINARY FOUNDATIONS
OF PHYSICAL ACTIVITY**

This course discusses the relationship of physical activity to education, kinesiology, athletics, health, recreation and leisure. The contributions made by the sciences of physiology, motor learning, and biomechanics are discussed. Students gain an understanding of the historical, philosophical and psycho-sociological foundations of physical education and discuss a wide range of contemporary issues as they affect physical activity and active living.

Note: Credit will be granted for only one of 143, PE 143.

Dates: September–December 2011 and January–April 2012

**EPHE 243 (A02) (1.5)
FORMERLY: PE 243
FOUNDATIONS OF RECREATION AND
LEISURE**

An introduction to the nature and scope of recreation, past influences and future trends, and the role of the recreational professional.

Note: Credit will be granted for only one of 243, PE 243.

Dates: September–December 2011

**EPHE 252 (A01) (1.5)
FORMERLY: PE 252
LEADERSHIP METHODS FOR
RECREATION AND HEALTH EDUCATION**

Theoretical and practical introduction to leadership, teaching, communication, and decision-making skills in recreation/leisure services, sport, and fitness. Field experience is required as part of this course.

Note: Credit will be granted for only one of 252, PE 252.

Dates: January–April 2012

**PROFESSIONAL
SPECIALIZATION CERTIFICATE
IN TEACHING FRENCH
IMMERSION**

The Professional Specialization Certificate in Teaching French Immersion (PSC in TFI) is a 6.0 unit credit program administered by Continuing Studies in Education, in cooperation with the Department of Curriculum and Instruction, Faculty of Education, and the Department of French.

The program is for in-service and pre-service teachers. In this program, you'll acquire the unique skills, methodological knowledge and French language fluency to be a highly effective teacher in the French Immersion environment.

Two of the courses are offered online, two are offered face to face. See <http://www.uvcs.uvic.ca/aspnet/Program/Detail/?code=PSCTFI> for program details.

**EDCI 475 (A01) (1.5)
PRINCIPLES IN TEACHING FRENCH
IMMERSION**

The basic curricula and evaluation as required of the French Immersion program, and an understanding of the similarities and differences between teaching in Immersion and in the English program. Emphasizes how students develop literacy and numeracy in French Immersion while mastering the skills and concepts laid out in all subject areas as required by the BC curriculum. This course is taught in French.

Dates: January–April 2012

**EDCI 477 (A01) (1.5)
DESIGNS FOR LEARNING**

Assessment and evaluation within the context of French Immersion's language and content methodology. Emphasis on planning, analysis and evaluation. Canadian and International models of language learning and assessment will be examined. This course is taught in French.

Prerequisites: 476.

Dates: September–December 2011

SCHEDULING INFORMATION

<http://www.uvcs.uvic.ca/education/>
or:

Heather Brand, Program Secretary
Phone: 250-721-8944
Email: brandh@uvic.ca

**CERTIFICATE IN ADULT AND
CONTINUING EDUCATION
(CACE)**

A professional development program for those working with adults as instructors, facilitators, managers, or program planners, is delivered by distance education. (For further details, refer to the Certificate section of this guide.)

**PROFESSIONAL
DEVELOPMENT OR
IN-SERVICE RESOURCES**

Each year, the Faculty of Education offers their expertise to schools and school districts in British Columbia.

For further information on the wide range of in-service or professional development workshops for teachers and administrators, please contact:

Alison Brophey, Program Coordinator
Phone: 250-721-7860
Email: abrophey@uvic.ca

FURTHER INFORMATION

Course information is emailed to all schools and colleges in the province several times a year. For ongoing updates, visit our CSIE web site.

Continuing Studies in Education
University of Victoria
PO Box 3010 STN CSC
Victoria, BC V8W 3N4

Location

MacLaurin Building
Room A223
Phone: 250-721-6192
Fax: 250-721-6603

Website

<http://continuingstudies.uvic.ca/education/>

PROFESSIONAL SPECIALIZATION CERTIFICATE IN SPECIAL EDUCATION

The Professional Specialization Certificate in Special Education is designed to meet the needs of working professionals. It is composed of four courses (7.5 units), and is offered part-time over a 16-month period through a combination of online, and on-campus, face-to-face coursework during the summer (approximately 3 weeks). The program was designed to give certified K-12 teachers the unique skills they need to teach with confidence to the broad range of learning needs in their classrooms, as well as the knowledge and competencies to assume roles as special educators within schools. Some of our program highlights include:

- Understanding high and low incidence special needs and their effect on child development, learning and behavior.
- Acquiring special education assessment and evaluation skills for program planning that meet the competency requirements for Level B assessment as required by the Ministry of Education.
- Testing supervision by registered psychologists with expertise in the areas of psycho-educational assessments (Level C).
- Developing and implementing Individualized Education Plans (IEPs).
- Intervention of learning difficulties across high and low incidence areas of special needs.

DIPLOMA IN SPECIAL EDUCATION

The Diploma in Special Education is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate in Special Education with additional coursework focused on understanding and addressing specific learning characteristics and needs, assistive technologies, and effective consultation skills. It is composed of five online courses (7.5 units), and is offered part-time over an 18-month period. Those who wish to teach in a special education context at an entry level or are interested in meeting 15 unit criteria with TQS or their district will elect to take the Diploma in Special Education. Students may enter the Diploma program upon successful completion of the Professional Specialization Certificate in Special Education.

Some of the Diploma program highlights include:

- How to use a variety of technologies to support student participation and learning.
- Learning how to vary the curriculum content and learning processes to support diverse learners.
- Understanding and optimizing the learning of students with behavioural needs.

You are eligible if you:

- Have a Bachelor's degree, with a minimum GPA of 2.0 in your last 12 units of study.
- Have a valid teaching certificate
- Have two years of teaching experience, or work-related experience with children and youth with special needs.

Applicants who do not fully meet these requirements may submit a letter describing how they meet equivalent qualifications.

CONTACT INFORMATION

For further information, or to add your name to our ongoing interest list, contact:

Ione Wagner
Educational Psychology and Leadership Studies
Faculty of Education
PO Box 3010 STN CSC
Victoria, BC V8W 3N4
250-721-7875 phone
250-721-6190 fax
iwagner@uvic.ca
<http://www.uvic.ca/education/psychology/>

Cultural Resource Management Program

PROGRAM OVERVIEW

Offered by the Department of History in Art in cooperation with the Division of Continuing Studies.

The Cultural Resource Management Program provides people working in the museum, heritage conservation, and cultural management fields with comprehensive and accessible professional development opportunities. Most professionals in the cultural sector are balancing diverse educational needs with other personal, professional and community responsibilities. To help them meet these needs, we offer an innovative program which provides a wide variety of options in both program design and access:

- Participants may specialize in museum studies, heritage conservation or cultural management, or may choose courses from all three areas to develop a program which satisfies their particular needs and interests.
- Participants can pursue a structured program leading to a Diploma in Cultural Resource Management, a Professional Specialization Certificate in Heritage Conservation Planning or Collections Management, Graduate Professional Certificate in Cultural Heritage Studies, or can select individual courses on a credit or non-credit basis to satisfy specific interests and educational needs.
- On-campus courses are normally offered in an intensive immersion format which enables participants to complete coursework in brief periods away from the workplace. Courses are normally offered at least once every two years to enable participants to develop a part-time study program which complements other professional and personal commitments.
- Distance education courses allow participants to study at their convenience, at home or in their workplace. It is possible for Diploma candidates to complete most or all of their credit requirements through distance education, depending upon chosen courses.
- A Cooperative Education Option is available for Diploma candidates who are able to undertake a four month work placement.

FACILITIES

Climate, scenery, rich cultural resources and excellent facilities combine to make the University of Victoria a stimulating and memorable setting for study.

On-campus, the principal facility used for Cultural Resource Management courses is a dedicated teaching laboratory that accommodates the wide variety of instructional needs and techniques encountered in museology, heritage preservation and cultural management coursework. Complementing the classroom facilities are the excellent exhibition, preparation, storage and related resources of the nearby Maltwood Art Museum and Gallery, which serves as a setting for practical exercises and activities. Accommodation, computer and library resources are also available to Program participants.

Not all coursework takes place on campus, however! The City of Victoria has fascinating museums and collections, lively galleries, theatres, concert halls, excellent library and archival resources, and a rich and varied legacy of heritage architecture. These resources frequently extend and enrich Program courses.

ENROLLMENT OPTIONS

To accommodate participants' particular professional development objectives, a variety of enrollment options are available.

DIPLOMA IN CULTURAL RESOURCE MANAGEMENT

The Diploma Program has been designed to provide a structured program of studies which introduces participants to the major topics of museum studies and heritage conservation, while allowing participants to specialize in areas of personal and professional interest. As well, we offer a cultural management theme which enables participants to develop the vital management skills needed to lead non-profit cultural organizations.

Diploma candidates must complete three core courses plus seven special topics courses for a total of 15 units. While these courses may be completed in a minimum of one calendar year, the normal period of completion is two to a maximum of five years of part-time study. Applicants to the Diploma Program must normally have a Bachelor's Degree or its equivalent, and should be actively involved in related professional activities.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN HERITAGE CONSERVATION PLANNING

This four-course (6.0 unit) Certificate provides heritage specialists and other professionals with skills and knowledge to support conservation planning and decision making. Applicants must have completed a University of Victoria bachelor's degree or its equivalent and have a minimum of two years' work experience in the heritage sector. The program requires the completion of the following courses: HA 489C, 489K, 488R and an elective course selected from HA 489A, 489D, 489E, 489F, 489G, 489H, 489J.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN COLLECTIONS MANAGEMENT

This four-course (6.0 unit) Professional Specialization Certificate provides museum, heritage site and art gallery specialists with the knowledge and skills required to manage and care for collections of objects, specimens and other tangible and intangible heritage resources. Applicants must have completed a University of Victoria bachelor's degree or its equivalent and have a minimum of two years' work experience in the museum or heritage sector. The program requires the completion of the following courses: HA 488B, 488D, 488J and an elective course selected from the HA 488 A-S series in consultation with the Academic Advisor.

Please note: Students who complete a Professional Specialization Certificate in either Heritage Conservation Planning or Collections Management are able to transfer four courses (6.0 units) upon admission to the Diploma in Cultural Resource Management.

GRADUATE PROFESSIONAL CERTIFICATE IN CULTURAL HERITAGE STUDIES

For up-to-date information on the Graduate Professional Certificate in Cultural Heritage Studies, Please visit <http://continuingstudies.uvic.ca/cultural/>

PARTICIPATION FOR CREDIT, NON-DEGREE

If participants wish to receive credit for individual courses, but are not pursuing the Diploma in Cultural Resource Management, a Professional Specialization Certificate or an undergraduate degree program, they

may take courses on an individual undergraduate basis by applying to UVic under Exploratory Studies. This option permits participants to take courses in an unstructured format, and enables them to transfer up to six units of such credit to the Diploma Program if they enroll at a later date.

If participants wish to receive credit for individual courses, but are not pursuing the Diploma in Cultural Resource Management, a Professional Specialization Certificate or an undergraduate degree program, they may take courses on an individual basis by applying to the University under Exploratory Studies. This option permits participants to take courses in an unstructured format, and enables them to transfer up to six units of such credit to the Diploma Program if they apply and enroll at a later date.

NON-CREDIT PARTICIPATION

If participants do not wish to obtain academic credit for course work, they may take Program courses on a non-credit basis. Non-credit participants complete all regular course work to earn a Certificate of Completion. Like unclassified undergraduate students, non-credit participants should be actively involved in related professional activities.

UNDERGRADUATE OR GRADUATE PARTICIPATION

If students are already enrolled in an undergraduate or graduate degree program they may apply to Program courses for elective credit, with the permission of their Department.

VISITING STUDENT PARTICIPATION

If students are enrolled in an undergraduate or graduate degree program elsewhere, they may transfer our credits with the written permission of their Department.

REGISTRATION

As the Cultural Resource Management Program offers a variety of enrollment options, and as applications are accepted throughout the year, registration differ from normal procedures in the following ways:

- Please visit the Program website for the most up to date registration information. Apply and register for the program and courses directly through the Program Office; it is not possible to use WebReg to register for most courses.

- Regular deadlines for admission and registration do not normally apply, as registration is handled on a course-by-course basis. Course information is available on the Website or in Fall, Spring and Summer Session packages, available approximately ten weeks before the start of each session.
- Registration should be submitted using our on-line registration form on the Program Website, in person, by mail, or fax at least four weeks in advance of the course start date. Late applications will be considered if space permits.
- A non-refundable administration charge of \$100.00 is required for all courses, and a course materials fee is required for on-campus immersion courses. Both fees must accompany the registration form. This amount is credited toward participants' tuition, and will only be returned if the application to the course is not accepted, if the course is canceled, or if the application is withdrawn prior to the early registration deadline established for each course.

CURRICULUM

Professional practice in the diverse disciplines of the cultural heritage sector must be based on a comprehensive understanding of the history, philosophy and functions which shape these fields, together with a thorough working knowledge of one or more areas of specialization. Through introductory core courses and advanced special topics courses, our curriculum provides the balanced academic and practical training necessary to work effectively in the increasingly specialized world of cultural resource management. The following selection of courses is offered in the 2011–2012 Winter Session.

CORE COURSES OFFERED IN A DISTANCE EDUCATION FORMAT

These distance education courses focus on the historical, philosophical, ethical and social trends which shape contemporary museums, galleries, heritage sites, and related preservation activities, and provide a comprehensive overview of the fields of museology and heritage conservation. As such, they provide a valuable basis and context for professional practice.

Three out of these courses must be taken by Diploma candidates, and are open to all other applicants.

HA 486A (1.5) MUSEUM PRINCIPLES AND PRACTICES I: COMMUNITIES, CURATORSHIP, AND COLLECTIONS

Museums, their collections, and the knowledge they convey play a unique role in contemporary society. This course explores the purpose and functions of museums with particular emphasis on the ways in which knowledge is created and preserved through collections and research. Topics include history and organization of museums and collections curatorship, research, documentation and care.

Note: Credit will be granted for only one of 486A, 486. Also being offered on-campus Tuesday evenings September–December, 2011.

Dates: September–December, 2011

HA 486B (1.5) MUSEUM PRINCIPLES AND PRACTICES II: PROGRAMMING, EXHIBITIONS, AND MANAGEMENT

Exhibitions and public programs are the primary means by which museums share their collections and knowledge with communities. This course explores the role and development of exhibitions and programs, with particular emphasis on public partnerships, audience development, and principles of design, implementation and evaluation. When offered in the distance format, the course will also address topics in museum management.

Note: Credit will be granted for only one of 486B, 486.

Dates: January–April, 2012

HA 487A (1.5) HERITAGE RESOURCE MANAGEMENT

An intensive study of the nature and value of heritage resources worldwide, and of management approaches that support their preservation and presentation. Topics include identification of heritage value and significance, inventory and documentation of heritage resources, organizational and legal frameworks for conservation, planning for conservation, heritage area revitalization strategies, and cultural tourism.

Note: Credit will be granted for only one of 487A, 487.

Dates: September–December, 2011

SPECIAL TOPICS COURSES OFFERED IN A DISTANCE EDUCATION FORMAT

The following courses are offered in the Fall and Spring Sessions in computer mediated distance education formats.

They combine print materials with a variety of electronic media, and they involve weekly web-based interaction with the instructor and other participants. Please visit the Program website for registration information and for further details on the technical requirements for course participation.

HA 488B (1.5) Collections Management

Dates: September–December, 2011

HA 488G (1.5) Public Programming

Dates: September–December, 2011

HA 488P (1.5) Human Resource Management in Cultural Organizations

Dates: September–December, 2011

HA 488A (1.5) Managing Cultural Organizations

Dates: January–April, 2012

HA 488D (1.5) Caring for Collections

Dates: January–April, 2012

HA 488U (1.5) Managing Archival Collections

Dates: January–April, 2012

For up to date information on other courses offered in a distance education format, please visit <http://continuingstudies.uvic.ca/cultural/>

SPECIAL TOPICS COURSES OFFERED IN AN IMMERSION FORMAT ON CAMPUS

For up to date information on courses offered in immersion format on campus, please visit <http://continuingstudies.uvic.ca/cultural/>

FURTHER INFORMATION

For further information on the Cultural Resource Management Program and its courses, please contact:

Cultural Resource Management Program
Division of Continuing Studies
University of Victoria
PO Box 3030 STN CSC
Victoria, BC V8W 3N6
Telephone (250) 721-6119
Fax: (250) 721-8774
E-mail: crmp@uvcs.uvic.ca

For detailed Program information, please visit our Website:

<http://continuingstudies.uvic.ca/cultural/>

Restoration of Natural Systems Program

PROGRAM OVERVIEW

Offered by the School of Environmental Studies and the Division of Continuing Studies, and overseen by an advisory committee representing private and public involvement in environmental issues, this interdisciplinary program is designed for professionals and others interested in the emerging field of environmental restoration. The program provides the knowledge needed to approach restoration activities in a holistic way that includes human communities as well as the biophysical sciences.

The program will appeal to professionals who are working in the areas of:

- environmental conservation and restoration
- policy formation or planning

As well, the courses will be of interest to those who:

- need retraining for a career change
- want specific information relevant to their work in biology, ecology, landscape architecture and related fields.

The courses have been designed to meet the needs of professionals and to suit the busy schedules of people who work full time. They are offered in a variety of formats such as on-campus immersion courses and through distance education.

ENROLLMENT OPTIONS AND ADMISSION REQUIREMENTS

DIPLOMA

The diploma option is open to students who have been admitted for credit study at the University of Victoria, and have met the admission requirements of the program (call 721-8463 for information about applying for credit study).

This option requires a minimum of 12 courses equivalent to 18 credit units (approximately 470 hours of course work). Courses taken under the diploma option may be transferred towards degree completion. Students may take up to six years to complete the diploma requirements.

CERTIFICATE

Certificate students must meet admission requirements of the program, but do not have to be accepted for credit study at the University of Victoria.

The certificate requires eight courses (312 hours of course work). Participants in this option will be expected to complete assignments, which will be graded just as in courses taken for credit in the diploma option. Students may take up to six years to complete the certificate requirements.

INDIVIDUAL COURSES

When space is available, professionals can register in specific courses without being enrolled in the diploma or certificate programs.

COURSES OFFERED

REQUIRED COURSES

- Principles and Concepts of Ecological Restoration
- Field Study and Practicum in Environmental Restoration (I and II)
- Biodiversity and Conservation Biology
- Ethical, Legal, and Policy Aspects of Environment Restoration
- Selected Project in an area of specialization
- Final Seminar (non-credit)

ELECTIVES

The rest of your program will be made up of a combination of some of the following electives:

- Ecosystems of British Columbia, Canada, and the World
- Traditional Systems of Land and Resource Management
- Ecorestoration Strategies: Case Studies
- Forest Restoration and Sustainable Forestry
- Mining Reclamation
- Role of Engineering and Geoscience in Environmental Restoration
- Selection and Propagation of Native Plants
- Urban Restoration and Sustainable Agricultural Systems
- Soil Conservation and Restoration
- Restoration of Aquatic Systems (freshwater)

- Restoration of Aquatic Systems (marine)
- Education, Communication, and Dispute Resolution in Environmental Restoration
- Special Topics in Environmental Restoration (various topics of particular interest, e.g. grassland restoration, identification of grasses, sedges, and rushes)
- Non-Timber Forest Management and Sustainable Use by Major Forest Zones in B.C.

Students may also select courses offered through the University of Victoria and other academic institutions as electives, in consultation with the academic administrator.

FEES AND REGISTRATION PROCEDURES

Students entering the program pay a one-time application fee of \$120 (this is in addition to the fees paid if you are applying to UVic for the diploma option), and an annual fee of \$60. The tuition for each course is approximately \$570.

For more information, please contact:

Jennifer Lewthwaite
Phone: (250) 721-8458
Fax: (250) 721-8774
E-mail: jennlewt@uvic.ca

Website: <http://www.uvcs.uvic.ca/sustainability/>

CURRICULUM FOR WINTER 2011–2012

ER 311 (A02) (1.5) PRINCIPLES AND CONCEPTS OF ECOLOGICAL RESTORATION

January–April, 2012

Attendance on campus is not required.

This course introduces the field and issues involved in ecological restoration. It examines the physical and biological characteristics of ecosystems and their significant processes, and the need to maintain and restore them. The emphasis is on examples from British Columbia but the approach is applicable to issues around the globe. It examines natural and human-caused changes at ecosystem to species levels; discusses ecosystems and biodiversity; considers the philosophy and ethics of restoration and introduces legal and policy frameworks. The course introduces process and techniques of assessing the ecosystems and developing recommendations through field visits. The

course focuses on developing learners' abilities to combine and analyze factual scientific analysis of ecosystems in the context of human values and needs.

**ER 312B (A01) (1.5)
FIELD STUDY IN ECOLOGICAL
RESTORATION II**

On-campus portion
Thursday–Monday, 8:30 am–4:30 pm,
September 22–26, 2011

An advanced field study course involving ecosystem mapping and detailed site evaluation (prescription). May involve participation in a restoration project. With permission, the practicum can be undertaken at locations outside the province or internationally. Prerequisite is ER312A or permission of the instructor.

**ER 313 (A01) (1.5)
BIODIVERSITY AND CONSERVATION
BIOLOGY**

January–April, 2012

Attendance on campus not required.

This course will give you an understanding of biodiversity and the role of conservation biology as the scientific discipline whose aim is to reduce impacts of human activities on the loss of biological diversity. The history and subject matter of conservation biology, including a discussion of the scientific approach to understanding the world. What biodiversity is, where it is found, and how it arises. Values of biodiversity, including economic, ethical, and ecological perspectives. Important basic principles of ecology and how these principles are used to design conservation projects and to understand population biology processes and patterns, especially for small and endangered populations. The status of biodiversity and the impacts of current threats, such as habitat destruction, introduction of exotic species, spread of disease, and over exploitation. Possible human interventions for stemming the loss of biodiversity, including creating and maintaining protected areas, restoration and species recovery strategies, and laws, policies, and programmes.

**ER 314 (A01) (1.5)
ETHICAL, LEGAL, AND POLICY CONCEPTS
OF ENVIRONMENTAL RESTORATION**

September–December, 2011

Attendance on campus not required.

Environmental restoration is a value-laden activity. It takes place within a societal framework of ethics, laws, and politics. Ethical values influence which actions are considered appropriate by society,

laws determine what is legally required or permissible, and policies govern how things are done. What is ecologically desirable is not always socially acceptable.

This course explores the relationship between environmental values and the regulatory and policy framework which currently exists. It deals with thorny questions such as:

- recovery of endangered species;
- the role of First Nations;
- the responsibility of different levels of government for environmental protection and restoration; and
- the right of the state over the right of the individual in environmental matters.

These are significant issues that underlie the entire practice of environmental restoration, and they play a critical role.

**ER 325 (A01) (1.5)
ECOSYSTEMS OF BRITISH
COLUMBIA, CANADA AND THE
WORLD**

On-campus portion
Wednesday–Sunday, 8:30 am–4:30 pm,
November 9–13, 2011

A survey of the major ecozones of Canada and the world, their characteristics, and their current status. Classification systems in Canada and British Columbia. Major types of ecosystems, from marine to aquatic forest, grassland and desert systems will be discussed including the significant threats to each, and core causes of change (including major engineering projects; military impacts; species introductions; resource overuse; individual impacts – personal demand; poverty; desertification). Also covers biodiversity, fragmentation, ecological resilience, succession.

**ER 326 (A01) (1.5)
EDUCATION, COMMUNICATION
TRADITIONAL SYSTEMS OF LAND
AND RESOURCE MANAGEMENT**

On-campus portion
Wednesday–Sunday, 8:30 am–4:30 pm,
February 15–19, 2012

The role of traditional ecological knowledge in the understanding and documentation of the biodiversity of natural systems and their restoration. Examination of how restoration strategies can benefit from the close relationship of Indigenous Peoples to their local environments, and from their knowledge of plants and animals, their habitats and ecological interrelationships, as well as from traditional land resource management strategies.

**ER 335A (A01) (1.5)
RESTORATION OF FRESHWATER
AQUATIC SYSTEMS**

On-campus portion
Wednesday–Sunday, 8:30 am–4:30 pm,
March 28–April 1, 2012

The objective of this course, Restoration of Aquatic Systems: Freshwater, is to discuss and review the different physical/chemical/biological components of a number of general freshwater systems including: Riparian areas, Streams, Rivers, Lakes, Wetlands, Off channel areas, and Estuaries. The course will be a combination of understanding function and dysfunction, approaches used to identify disturbance/degradation and the development of a “tool kit” of potential restoration strategies and specific techniques used in freshwater aquatic systems.

**ER 352 (A01) (1.5)
NON-TIMBER FOREST MANAGEMENT
AND SUSTAINABLE USE IN MAJOR
FOREST ZONES OF BC**

September–December 2011

Attendance on campus not required.

Non-timber forest products (NTFPs) are an often-overlooked resource in British Columbia despite their importance to Aboriginal Peoples and an increasing realization that some products, such as edible mushrooms and floral greenery, support multi-million dollar industries. The general neglect of these resources means that there is an inadequate regulatory environment, little research into sustainable levels of use, and inadequate statistics on either the level or distribution of harvest. The intent of this course is to provide an overview of NTFP ecology and use in British Columbia. It presents an ecologically-based approach to managing NTFPs for an array of economic and cultural purposes – product harvesting, tourism, spiritual and ceremonial, horticultural and ecosystem restoration. By the end of the course, students will understand how NTFPs relate to the ecosystems that sustain them, and how to manage within this context.

Native Species and Natural Processes Program

PROGRAM OVERVIEW

The Native Species and Natural Processes program is a non-credit Professional Specialization Certificate designed to provide advanced skills and knowledge in the field of natural restoration. This program teaches students how to model restoration activities on natural processes to create healthy ecosystems. This interdisciplinary program takes a holistic approach that recognizes the importance of both the social and biophysical dimensions of environmental restoration and provides an integration of theory and practice. Upon completion of this four course program, students will be able to conduct advanced detailed site assessments and restoration projects that pay special attention to the unique conditions and challenges presented by built and otherwise highly altered environments.

ENROLMENT OPTIONS AND ADMISSION REQUIREMENTS

The program is designed for professionals working in the field of landscape architecture, landscape design and management, agrology, biology, ecological restoration and environmental practice. Students may take one course to meet professional development requirements or may take the entire program consisting of four courses. One course is offered in each fall and spring semester.

COURSES OFFERED

ASNP 501: Design Principles for Natural Processes

ASNP 502: Selection and Propagation of Native Plants

ASNP 503: Natural Processes: Restoration Ecology

ASNP 504: Invasive Species and Novel Ecosystems

FEES AND REGISTRATION PROCEDURES

Students wishing to undertake the full certificate, pay a one-time application fee of \$125. The tuition for each course is approximately \$750.

Prospective students apply to the program and register for courses (whether or not they intend to take the entire certificate) with an on-line application which can be found at <http://www.uvcs.uvic.ca/sustainability/programs/>

For more information, please contact:

Jennifer Lewthwaite
Phone: (250) 721-8458
Fax: (250) 721-8774
E-mail: jennlewt@uvic.ca

Website: <http://www.uvcs.uvic.ca/sustainability>.

CURRICULUM FOR WINTER 2011–2012

ASNP 503 (NON-CREDIT) NATURAL PROCESSES: RESTORATION ECOLOGY

On-campus portion
Wednesday–Sunday, 8:30 am–4:30 pm,
November 9–13, 2011

Natural Processes: Restoration Ecology provides advanced instruction on the ecological theory underlying restoration projects, emphasizing those unexpected connections which have significant implications. The course aims to encourage students to broaden their approach to ecological restoration and deepen their understanding of the way that nature works.

Students will explore topics such as:

- the mutualistic associations of mycorrhizae;
- appropriate species selection grounded in an understanding of species which serve as alternate hosts for diseases affecting other species;
- the latest understanding of population genetics with implications to ecological restoration;
- the effect of restoration on the roles that soil microbes, invertebrates and fungi play in soil genesis; and
- impacts of vegetation cover types and ages on labile carbon with implications to climate change.

ASNP 504 (NON-CREDIT) INVASIVE SPECIES AND NOVEL ECOSYSTEMS

January–April, 2012

Attendance on campus is not required.

Invasive species are highly successful species often dispersed by people, frequently transported by commercial or recreational activities. This course

examines the biology of invasions focusing on the life-history adaptations and dispersal strategies which contribute to their success at both the individual and population levels. On completing the course, students will be able to identify common invasive species and know their distributions, life cycles, growth habits, reproductive characteristics and adaptation. Additionally, students will have an understanding of control options embracing preventative, cultural, biological and chemical control methods. Finally, the course will explore novel ecosystems that are created when invasive species insert themselves into the fabric of natural ecosystems and the problems they create with traditional approaches to ecosystem management, for example when an endangered species becomes dependent on an invasive species for its survival.

School of Public Administration

DIPLOMA IN PUBLIC SECTOR MANAGEMENT

DIPLOMA IN LOCAL GOVERNMENT MANAGEMENT

PROGRAM OVERVIEW

The Diploma in Public Sector Management (DPSM) and the Diploma in Local Government Management (DLGM) are part-time study credit programs at the post-baccalaureate or senior undergraduate level. They are designed for individuals who wish to acquire the skills and background necessary for effective and responsible management in the public sector.

The School also offers six Professional Specialization Certificates (see page 43 for details).

The programs provide a perspective on the overall context of management within government. The courses help to develop critical and analytical skills which are applicable to a range of general and specific issues or problems that arise in the administration of public sector organizations.

Designed specifically with the working professional in mind, the programs are readily accessible to students located throughout British Columbia. The DPSM is especially relevant to managers and professional employees in provincial and federal governments, as well as nonprofit organizations. The DLGM is particularly relevant to employees of municipal and regional governments in B.C.

On campus students in their 3rd and 4th year may enroll in ADMN courses to meet their requirements in their major, out of general interest as electives, or to fulfill the 6-course requirements for a Minor in Public Administration.

The School may offer some workshop courses at the UVic campus, especially for ADMN 470 Contemporary Topics. Participants attending workshop courses will have an opportunity to extend professional networks as well as take part in lively and stimulating discussions with managers at various levels of responsibility and interest.

Courses are taught by faculty members from the School of Public Administration and selected practitioners in the public sector, using a variety of innovative

adult education and distance education techniques that include reading materials, texts, computer conferences, and websites.

Students are assessed through a combination of examinations, essays and interactive written assignments which require application of concepts and theoretical material.

ENROLLMENT OPTIONS

To accommodate participants in various levels of government and those who wish to continue their studies, the following options are available:

DIPLOMA IN PUBLIC SECTOR MANAGEMENT

The Diploma in Public Sector Management has been designed to provide a structured program of studies. Participants must complete a total of 11 courses. There are 8 required and 3 elective courses in the program. Students may, with permission, transfer up to 3 courses (4.5 units) from other UVic programs or other academic institutions.

DIPLOMA IN LOCAL GOVERNMENT MANAGEMENT

The Diploma in Local Government Management program has been designed to provide specialized courses for local government managers and administrators. Students must complete a total of 11 courses (8 required, 3 electives). All local government topics and required courses are available by distance education. Students may, with permission, transfer up to 3 courses (4.5 units) from other UVic programs or other academic institutions.

LOCAL GOVERNMENT OPTION

The Provincial Board of Examiners, Ministry of Community Sport and Cultural Development, in consultation with the Local Government Management Association of B.C., has designated certain courses as requirements for professional certification.

The required courses are ADMN 312, 445, 452 and 465. These courses are available through either Diploma Program. Other educational and professional qualifications are required. For details and scholarship information, contact:

Administrator, Board of Examiners
Ministry of Community Sport and Cultural Development
Parliament Buildings
Victoria, BC V8V 1X4
Telephone: (250) 387-4085

For further Local Government Management Association Education Program information contact:

Executive Director
LGMA
7th Floor Central Building
620 View Street
Victoria, BC V8W 1J6
Telephone: (250) 383-7032

TRANSFER TO THE THOMPSON RIVERS UNIVERSITY — OPEN LEARNING (FORMERLY B.C. OPEN UNIVERSITY)

- Bachelor of General Studies
- Bachelor of Public Administration

Students who have completed the Diploma in Public Sector Management or the Diploma in Local Government Management may continue their studies towards the Bachelor of Public Administration or the Bachelor of General Studies from TRU-OL.

For further information, contact the Open University's regional centre in your area or go to <http://www.tru.ca/distance.html/>

DIPLOMA ADMISSION REQUIREMENTS

Applicants are generally expected to have public or non-profit work experience and the equivalent of at least the first two years of post-secondary obtained from such institutions as British Columbia Institute of Technology, a university, the community colleges, or other recognized professional educational institutions. Candidates without post-secondary qualifications but with considerable relevant public sector experience may be admitted as conditional students.

PROFESSIONAL SPECIALIZATION CERTIFICATES

The School of Public Administration offers distance Professional Specialization Certificates in the following six topic areas:

- Cultural Sector Leadership
- Local Government Management
- Performance Management
- Public Policy and Governance
- Public Sector Management
- Voluntary and Nonprofit Sector Management

These Certificates are intended for students who already hold a Bachelor's degree and at least two years' work-related experience. Students are required to complete four ADMN 300 or 400 level courses to obtain the Certificate. These courses can be transferred to the DPSM or DLGM programs. For details on admission and specific Certificate requirements, contact hkirkham@uvic.ca or call Heather Kirkham at (250) 721-8067, or visit <http://publicadmin.uvic.ca/>.

ADMISSION AND REGISTRATION PROCEDURES

In addition to the Application for Admission (new students to the University of Victoria) or the Application for Undergraduate Reregistration (returning students to the University of Victoria), applicants need to complete an Application to the School's undergraduate program. For information contact:

Program Manager
School of Public Administration
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC V8W 2Y2
Telephone: (250) 721-8067
Fax: (250) 721-6218
E-mail: hkirkham@uvic.ca

Application for admission deadlines for diplomas and the certificates are:

| | |
|-------------|-------------------------|
| May 31 | September–December term |
| October 15 | January–April term |
| February 15 | Summer Session |

All students admitted to the Diploma or Certificate programs will receive a letter of admission as well as instructions on how to register for a course on-line and how to order textbooks and course materials.

We ask that students order their course materials from the UVic Bookstore sufficiently far in advance to be in receipt of their materials at least one week prior to the start of each course. Some course materials are completely online. The school will e-mail or mail instructions to registered students on how to access the online readings and course materials.

MINOR IN PUBLIC ADMINISTRATION

The Minor in Public Administration requires completion of six 1.5 unit courses (9 units total). These courses give students a broad view of the public and/or non-profit sectors, including applied policy, public sector management, or local government management. Most courses are delivered via distance methods.

REQUIRED COURSES

- ADMN 311/POLI 350 Introduction to Public Administration
- ADMN 312 Managing in Public and Non-profit Organizations

One of:

- ADMN 420 The Public Policy Process
- ADMN 465 Local Government Policy
- POLI 351 Public Policy Analysis
- POLI 364 Canadian Public Policy

Three other ADMN electives or POLI 365 or 462.

Note: An ADMN elective may be substituted for a policy course if a student uses POLI 351 or 364 towards a POLI major.

For information, contact Heather Kirkham at 250-721-8067 or hkirkham@uvic.ca.

CURRICULUM AND DELIVERY

The following courses will be offered during the 2011–2012 Winter Session.

Courses usually consist of distance study materials including text, course website and/or print package. All courses require access to an internet browser to submit assignments and participate in on-line conferencing.

September 7 – December 2, 2011

ADMN 311 (A01) (1.5) CROSS LISTING: POLI 350 INTRODUCTION TO PUBLIC ADMINISTRATION

An exploration of the external factors affecting contemporary public sector management in Canada, the changing structural and value context within which public servants work, the key processes in which they are engaged and how those processes are changing. The course will focus primarily on the federal and provincial governments, but references will also be made to public administration at other levels.

Note: Credit will be granted for only one of 311, HSD 404, POLI 350.

Instructor: M. Nickason

ADMN 316 (A01) (1.5) WRITTEN COMMUNICATIONS IN THE PUBLIC AND NON-PROFIT SECTORS

Topics include how to: analyze a communication task; identify the topic, purpose and audience; write and edit professionally with a good command of standard written English and principles

of plain language; gather, paraphrase, summarize, analyze or interpret complex information from print and electronic sources; describe complex policies and procedures; apply the principles of document structure and design; write proposals; and design and develop the types of documents required in the public and non-profit sectors.

Note: Credit will be granted for only one of 316, ENGL 302. Students should take this course early in their Diploma program.

Instructor: R. Mehta

ADMN 407 (A01) (1.50) MANAGING SERVICE DELIVERY

Explores challenges facing public sector managers who develop or transform public services with a strong focus on service recipients. Examines the drivers of the service transformation movement, surveys the ways that public services can be reformed and then works through a framework for assessing service needs, engaging service recipients and stakeholders, making a business case for transformation, implementing new delivery arrangements (including networks and partnerships), managing across boundaries, and building in performance measurement and accountability.

Prerequisites: ADMN 311 or equivalent.

Instructor: T. Vakil

ADMN 420 (A01) (1.5) THE PUBLIC POLICY PROCESS

An introduction to the policy process in the public sector. The course will include analysis of current theories of policy-making and will examine case studies from Canadian contexts. Topics include: policy formation; the policy communication process; the structural aspects of policy execution; and the human dimensions of implementation and coordination of policies in public sector organizations.

Note: Credit will be granted for only one of 420, 465.

Prerequisites: 311; 310 and/or 314 are recommended.

Instructor: L. Jackson

ADMN 421 (A01) (1.5) FINANCIAL MANAGEMENT

Provides students a financial management foundation focused on the needs of the public sector. Topics include: public sector financial management and budgeting, including capital budgeting and infrastructure investment; financial statements and their analysis; public

sector accounting standards and financial reporting; cost management and control; and accountability and performance measurement. The emphasis will be on provincial and federal planning and reporting structures. Includes tutorials for the Excel spreadsheet program.

Note: Credit will be granted for only one of 421, 448

Instructor: S. Weller

ADMN 445 (A01) (1.5) URBAN AND REGIONAL ECONOMICS

Examines economic forces influencing settlement patterns, growth and other characteristics of towns, cities and regions. Course provides a theoretical and historical basis for analyzing and predicting how urban areas evolve and how public policies may affect patterns of growth and change. Topics include: regional economics; economic development; growth policy; urban land use patterns; how land and housing markets function; how land use regulation affects these markets; urban environmental problems; urban transportation; and emerging spatial patterns.

Note: Credit will be granted for only one of 445, ECON 312.

Prerequisites: 310 or equivalent, or ECON 103, formerly 201.

Instructor: Dale Wall

ADMN 446 (A01) (1.5) LOCAL GOVERNMENT LAND USE PLANNING

Focusing on small and mid-sized communities, this course provides an overview of land use planning principles and regulations to local government administrators and staff. Topics include: history; regulatory framework in BC; rural and small town planning, growth management and regional planning; neighbourhood, local area and community planning; zoning; mainstreet, strip and commercial planning; residential planning; permits and other regulatory mechanisms; public information and participation; and environmental and heritage planning.

Note: Credit will be granted for only one of 446, 470 if taken in the same topic.

Instructor: A. Habkirk

ADMN 477 (A01) (1.5) STRATEGIC PLANNING AND IMPLEMENTATION

Examines strategic planning processes and how strategic goals can be implemented in public sector

organizations. Strategic planning topics include stakeholder analysis; developing mission, values and vision statement; environmental scanning; transforming strategic plans into policies and programs; management tactics; and assessing organizational performance. Implementation topics include: deploying resources; quality control; strategic communication; budgeting; team building; problem solving; progress assessment; completion; and evaluation.

Note: Credit will be granted for only one of 477 and 411, 412, 470 (if taken in the same topic), or 577.

Instructor: L. Jackson

January 4 – April 5, 2012

ADMN 310 (A01) (1.5) FORMERLY: ADMN 403 PUBLIC SECTOR ECONOMICS

An introduction to the principles of microeconomics for public sector policy analysis and management. Students are introduced to economic principles, including supply and demand; household behaviour and consumer choice; production; labour and capital markets; competition policy and regulation; market failures and government intervention; income distribution and taxation. Topics include the national income and expenditure accounts, unemployment and inflation.

Note: Credit will be granted for only one of 310, 403, ECON 103, ECON 201.

Instructor: E. Chan

ADMN 311 (A01) (1.5) CROSS-LISTING POLI 350 INTRODUCTION TO PUBLIC ADMINISTRATION

An exploration of the external factors affecting contemporary public sector management in Canada, the changing structural and value context within which public servants work, the key processes in which they are engaged and how those processes are changing. The course will focus primarily on the federal and provincial governments, but references will also be made to public administration at other levels.

Note: Credit will be granted for only one of 311, HSD 404, POLI 350.

Note: This course is delivered on campus, Tuesday evenings.

Instructor: C. Howard

ADMN 312 (A01) (1.5) MANAGING IN PUBLIC AND NON- PROFIT ORGANIZATIONS

An examination of the skills of an effective manager in public and non-profit sector organizations and the interplay between management and key organizational processes such as planning, organizing, implementing and evaluating policies, programs and services. Management topics include: managerial work, interpersonal and leadership skills, power and influence, conflict resolution, formal and informal communications, motivation and teamwork. A project on managing organizational change is used as a way to connect manager behaviours and organizational processes.

Note: Credit will be granted for only one of 312, 406. Students may select an elective in lieu of 312.

Instructor: B. Cunningham

ADMN 314 (A01) (1.5) PUBLIC SECTOR RESEARCH AND ANALYSIS

This course is an introduction to research methods in public and non-profit sector settings. Students learn to become informed consumers and critics of research and more effective managers of research-related projects. Data analysis skills are also strengthened with the use of spreadsheet software. Topics include definition and types of research; research design; measurement; methods of data collection; data coding; descriptive and inferential statistics; relationships between variables, ethical and organizational issues; and the research proposal and report.

Instructor: J. MacGregor

ADMN 411 (A01) (1.5) PUBLIC SECTOR PROJECT MANAGEMENT

Provides an understanding of project management; differences between private, non-profit and public sector project management; and how the dynamics of change and leadership impact project success. Topics include: what project management is and is not; project leadership; risk management; project planning; scheduling and critical path; problem solving; project governance, accountability and transparency; project sponsor role; change management including assessing readiness for change; setting up change governance structures to sustain change; best practices; and project evaluation.

Note: Credit will be granted for only one of 411 and 470 (if taken in the same topic).

Instructor: D. Christenson

**ADMN 422 (A01) (1.5)
ETHICAL PUBLIC MANAGEMENT**

An exploration of value and ethical dilemmas which confront public and quasi-public sector officials in the workplace. The course will focus on process dilemmas related to political neutrality, confidentiality, privacy, fairness and accountability, as well as issues related to good, just and legitimate public policy. Students will have an opportunity to develop their own moral reasoning skills and apply them in case studies.

Note: Credit will be granted for only one of 422, 554 (formerly 519).

Instructor: J. Langford

**ADMN 423 (A01) (1.5)
LOCAL GOVERNMENT IN
BRITISH COLUMBIA**

An examination of the legislative framework, organization, operation and finance of local government service delivery and regulation in British Columbia.

Note: Credit will be granted for only one of 423, 545.

Instructor: A. Habkirk

**ADMN 431A (A01) (1.5)
PUBLIC SECTOR HUMAN RESOURCE
MANAGEMENT**

Examines various aspects of the human resource function within public sector organizations and compares current theory and practice in: human resource planning; job analysis and design; recruitment and selection; performance management; career planning; staff development; and occupational health and safety.

Note: Credit will be granted for only one of 431, 431A, 447, 531.

Instructors: B. Cunningham

**ADMN 437 (A01) (1.5)
PROGRAM EVALUATION AND
PERFORMANCE MEASUREMENT**

Intensive introduction to organizational, methodological and professional issues involved in evaluating programs and measuring performance in public and non-profit organizations. Offers a practical understanding of the evaluation process, including identification of key evaluation questions, program logics, measurement, research design, and qualitative evaluation. Performance measurement is treated as a complementary set of skills for measuring and reporting program and organizational results. Includes modules on conceptual issues, implementation requirements and uses of performance measurement.

Note: Credit will be granted for only one of 437, 537.

Instructor: B. Vatne

**ADMN 452 (A01) (1.5)
LOCAL GOVERNMENT LAW**

Analysis of legislation and court decisions applicable to local governments in British Columbia, including the Community Charter. The course is designed to familiarize non-lawyers with local government law and legal issues which arise in relation to local government activities and how to read case law and legislation.

Instructor: K. Stuart, P. Johnson

FURTHER INFORMATION

For further information on the Diploma programs and Professional Specialization Certificates, contact:

New Applicants, Current and Returning Students

Heather Kirkham
Program Manager
Telephone (250) 721-8067
E-mail: hkirkham@uvic.ca

or

Administrative Assistant
Telephone (250) 721-8074
Fax: (250) 721-6218
E-mail: spadipl@uvic.ca

School of Public Administration
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC V8W 2Y2

Campus Location

3rd Floor, A302, Human and Social
Development Building

Website: <http://publicadmin.uvic.ca/>

Certificate in Adult and Continuing Education (CACE)

PROGRAM OVERVIEW

CACE is an award winning, nationally recognized professional development program for those engaged in coordinating, instructing, and managing adult learning activities. Emphasis is placed on translating theory and applying knowledge into skilled practice.

Typically, participants are trainers, instructors, instructional designers, staff developers, human resource professionals, employment counsellors, and others working in the areas of education, government, business, and industry.

CACE is recognized by BC Human Resources Management Association (BCHRMA) and the Canadian Society for Training and Development (CSTD) towards their respective professional designations of Certified Human Resources Professional (CHRP) and Certified Training and Development Professional (CTDP).

ADMISSION REQUIREMENTS

High school graduation and a minimum of three years' experience working in adult or continuing education. Appropriate and equivalent education and experience are also considered. The opportunity exists for prior learning assessment.

COURSE DELIVERY

Distance education courses are offered during three terms: September to December; January to April; and April to June. During July and August, some courses are offered on an immersion format on campus. Workshops for elective credit are offered year round on a wide variety of adult education topics. Visit the CACE Website for schedules.

COURSE STRUCTURE

At the University of Victoria, students are required to take four compulsory courses and a minimum of 4.0 electives (may be combined with CACE credit from workshops or 0.5 electives by distance) to be completed within five years of acceptance into the program.

COMPULSORY (CACE CREDIT: 1.0)

- Foundations of Adult Education
- Adult Learning and Development
- Facilitating Adult Learning
- Program Planning in Adult Education

ELECTIVES (CACE CREDIT: 1.0)

- Assessment and Evaluation in Adult Learning
- Introduction to Coaching and Counselling in the Workplace
- Instructional Design in Adult Education
- Planning Program Evaluation
- Training and Development
- Organizational Change through Transformative Learning
- The Transfer of Training

ELECTIVES (CACE CREDIT: 0.5)

- Instructional Skills for Teaching Adults Online
- Appreciative Inquiry
- Power of Teams
- Others, TBA

COURSE TRANSFERABILITY

CACE courses are transferable among participating CACE institutions and may be applied to the University of the Fraser Valley's B.A. (Adult Education). Agreements also exist with Vancouver Community College's Provincial Instructor Diploma Program; the Justice Institute of B.C.'s Instructor Development Certificate Program and others.

FEES

(subject to change)

\$50 for admission; \$435 for each full course; \$330 for each .5 course, plus course materials.

FURTHER INFORMATION

Alison Brophey
 Program Coordinator, CACE
 Continuing Studies in Education
 MacLaurin A221
 University of Victoria
 PO Box 3010 STN CSC
 Victoria, BC V8W 3N4
 Canada
 Phone: 250-721-7860
 Fax: 250-721-6603
 Email: cace@uvic.ca

Website (register online)

<http://continuingstudies.uvic.ca/cace/>

**Certificate Program
 in Business
 Administration**

WHO SHOULD TAKE THE PROGRAM?

You will find this program highly valuable if:

- you are looking for a mid-career opportunity to enhance your professional skills and expertise;
- you would find a business credential useful in advancing your career;
- your previous education is specialized and you wish to acquire a broader understanding of business management; or
- as a business owner or manager, you wish to encourage your staff to enroll in a systematic program of training and professional development in business administration.

ADMISSION CRITERIA

A strong motivation to acquire a credential in Business Administration and:

- High school graduation and three years' work experience.
- Any combination of equivalent education and/or work experience.

PROGRAM REQUIREMENTS

To receive the Certificate in Business Administration candidates must successfully complete eight courses, including the foundation course, Business Administration.

STUDY OPTIONS

FAST TRACK OPTION

Enhance your resume and career success by enrolling in the upcoming Certificate in Business Administration (CBA) Fast Track Program!

The accelerated format 12-week Fast Track leads to a Certificate in Business Administration.

Dates:

September 12 to December 2, 2011

January 9 to March 30, 2012

The CBA Fast Track program is in its sixteenth successful year. The 12-week program provides the highly valued business management knowledge and skills required in today's global market place to expand your career opportunities.

During the program you will learn to make managerial decisions working with excellent instructors, all with real world experience in the following topic areas:

- Interpersonal Business Communications
- International Business
- Business Writing and Presentation Skills
- Financial Management
- Organizational Behaviour and Human Resources
- International Business
- Strategic Management and other Management Practices

The CBA Fast Track program also includes workshops in management computing and interviewing skills, and builds vital team work and leadership skills. The learning environment provides support and real-life practice in which to apply your knowledge and experience.

DISTANCE STUDY OPTION

The Certificate in Business Administration (CBA) can be taken entirely via distance education.

Course notes are delivered in an online format and also usually refer to a textbook. Communication with instructors and fellow students is facilitated via an online discussion tool. All course work is submitted electronically to the instructor. Courses generally run for three months and a selection of courses is offered three times per year; beginning in January, May and September.

CBA Courses currently available in Distance education format:

- Business Administration
- Business Writing
- Computing Concepts
- Interpersonal Business Communications
- Economics
- Financial Accounting
- Management Practices
- Marketing
- Organizational Behaviour
- Project Management
- Retail Management
- Strategic Management

FURTHER INFORMATION

Phone: 1 (250) 721-8072/8073

Fax: +1 (250) 721-6495

Email: bmt@uvcs.uvic.ca

Website: <http://bmt.uvic.ca/>

Mail

Business, Management and Technology
Programs

Division of Continuing Studies

University of Victoria

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2

Canada

Certificate Program in Computer Based Information Systems

PROGRAM OVERVIEW

The Certificate Program in Computer Based Information Systems (CBIS) provides an opportunity for managers, professionals, and specialists from non-computing disciplines to become educated users of computers. The emphasis throughout the CBIS program is on understanding and using computer systems to achieve the maximum possible benefit in the workplace. Courses are updated continually to reflect the latest trends in the computing field. Some graduates of the program have advanced significantly in their chosen careers while others have successfully changed careers.

Many B.C. ministries accept completion of the certificate as an entry qualification for systems analyst positions. In addition, CBIS courses are accepted for credit in degree programs offered by Thompson Rivers University — Open Learning.

The CBIS program is designed for part-time students who are looking for a flexible training schedule. The distance education courses include comprehensive home study readings on the web, textbooks, and computer exercises. In all distance education courses, an instructor is available for telephone consultation. Students primarily communicate with their instructor via electronic mail and web-based conferencing. In both on-campus and distance education courses, students are evaluated on the basis of written assignments and a final exam.

One of the following prerequisites is necessary for admission to the program:

- a university degree (or relevant professional qualifications) and three years' work experience; OR
- high school graduation and five years' work experience; OR
- any combination of equivalent education and work experience AND motivation and interest to cope with part-time study.

PROGRAM REQUIREMENTS

The CBIS program requirements consist of the successful completion of five core courses and four electives.

ELECTIVES ARE SELECTED FROM THREE AREAS

- Business and Technology
- Technology and Analysis
- Education and Workplace Training

CORE COURSES

- Computing Concepts
- Database Concepts
- Systems Analysis and Design I
- Networks and Network Management
- Human Side of Information Systems

TECHNOLOGY AND ANALYSIS ELECTIVES

- IT Security
- Decision Support Applications
- Systems Analysis and Design II
- Web Design and Management I
- Web Design and Management II
- Relational Database Management Systems
- Database Application Development
- Programming Concepts with Java
- More Programming with Java

BUSINESS AND TECHNOLOGY ELECTIVES

- Project Management
- Business Administration
- Financial Accounting
- Business Writing
- Interpersonal Business Communications
- Management Practices

EDUCATION AND WORKPLACE TRAINING ELECTIVES

- Instructional Skills for Teaching Adults Online
- Adult Learning and Development
- Facilitating Adult Education
- Transformative Learning for Organizational Change
- Training and Development

FURTHER INFORMATION

To obtain a brochure or to apply for the Computer Based Information Systems Program, contact:

Business, Management and Technology Programs
Division of Continuing Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Phone: 1-250-721-8072
Fax: 1-250-721-6495
E-Mail: bmt@uvcs.uvic.ca

Website: <http://bmt.uvic.ca/>

Certificate Program in Environmental and Occupational Health

PROGRAM OVERVIEW

The Certificate Program in Environmental and Occupational Health focuses on the latest dynamics of the health needs of employees in the workplace and is aimed at:

- Individuals working in the field of environmental, health, or related occupations who want to specialize in the field of environmental and occupational health
- Those seeking employment in the private or public sectors where there is an increasing concern for employee health and the protection of the environment
- Those looking for a change in career to a rapidly expanding field and wishing to obtain a professional certificate
- Managers in environmental and occupational health who are seeking continuing professional education
- Those who would find a program in environmental health personally rewarding
- This program is offered by distance education on a part-time basis.

Courses taken in this program are transferable to Thompson Rivers University, Phoenix University, and Athabasca University for credit towards a degree.

Continuing Studies wishes to thank and acknowledge the Max Bell Foundation which generously enabled us to develop four distance education courses in the Certificate Program.

ADMISSION REQUIREMENTS

Eligibility for admission includes one of the following:

- university degree (or relevant professional qualifications) and three years' work experience; or
- high school graduation and five years' work experience; or
- any combination of equivalent education and work experience.

CURRICULUM

Mandatory Courses

Students must complete 4 mandatory courses.

**HPEO401 DE
Occupational And Environmental
Health Law**

**HPEO403 DE
Risk Management: Perception And
Communication**

**HPEO404 DE
Human Health Risk Assessment**

**HPEO408 DE
Occupational Health Hazards**

Elective Courses

Students must complete 4 elective courses.

**HPEO405
Ergonomics**

**HPEO406
Environmental/Occupational
Epidemiology**

**HPEO407
Hazardous Waste Management**

**HPEO409
Environmental Health Economics**

**HPEO411
Health Protection Technology**

**HPEO417
Final Project**

Students nearing program completion are eligible to register for the Final Project

FURTHER INFORMATION

Dr. Faith B. Collins
Program Director
Health Sciences Program
Division of Continuing Studies
University of Victoria
PO Box 3030 STN CSC
Victoria, BC V8W 3N6
Phone: (250) 721-6129
Fax: (250) 721-8774
E-mail: eoh@uvcs.uvic.ca

Website: <http://www.uvcs.uvic.ca/eoh/>

Diploma Program in Public Relations

PROGRAM OVERVIEW

The Certificate in Public Relations is now the Diploma in Public Relations. The name more accurately reflects the academic analysis of courses within our program and the credential change brings the program in alignment with other programs across Canada.

Today's public relations professionals must be able to design external and internal communications plans, and integrate the new theoretical and practical models of public relations practice that have emerged in recent years.

The Diploma in Public Relations program meets these needs, preparing graduates to think critically, develop the skills of teamwork, value a strong work ethic, manage time effectively while working under the pressure of deadlines and multiple projects.

Through online public relations courses, graduates learn valuable writing skills and a better understanding and application of research. You'll also increase your awareness of current events, the impact of global issues and their impact on organizations.

If you work in a public relations or communications field – in the public or private sector – and you want to continue your professional development or upgrade your qualifications, this program of public relations courses – and public relations diploma – may be right for you.

The program consists of ten courses: seven mandatory and three elective. The program is offered on a part-time basis to accommodate both employers and employees. The program takes approximately 2–3 years to complete.

These courses are transferable to the Thompson Rivers University, Phoenix University and Athabasca University for credit towards a degree.

ADMISSION REQUIREMENTS

Eligibility for admission to the Certificate Program in Public Relations includes one of the following:

- university degree (or relevant professional qualifications) and three years' work experience; or
- high school graduation and five years' work experience; or

- any combination of equivalent education and work experience; or
- relevant voluntary experience and/or a strong motivation to acquire a credential in public relations but with no previous experience.

CURRICULUM

Mandatory Courses

HPPR401
Public Relations Theory and Practice

HPPR402
Effective Communication Tools

Dates: September–December 2010

HPPR403
Communication Planning

Dates: TBA

HPPR404
Research and Evaluation

HPPR405
Writing for Public Relations

HPPR407
Evolution of Public Relations

HPPR408
Case Studies in Public Relations

Elective Courses

HPPR406
Managing the Public Relations Function

HPPR409
Public Relations in Different Sectors

HPPR428
Ethics and Public Relations

HPPR 433
Media Relations

FURTHER INFORMATION

For more information contact:

Dr. Faith B. Collins
Program Director
Public Relations Program
Division of Continuing Studies
University of Victoria
PO Box 3030 STN CSC
Victoria, BC V8W 3N6
Phone: (250) 721-6129
Fax: (250) 721-8774
E-mail: publicrelations@uvcs.uvic.ca

Website: <http://www.uvcs.uvic.ca/publicrelations/>

On-line Courses

The following course will be offered to distance education students via the Internet. For further information, interested students should call the department offering the course(s).

CHEMISTRY COURSES

CHEM 091 (T01) (0)
INTRODUCTION TO CHEMISTRY I

Special tutorial course for students who do not have Chemistry 12 to accompany (or precede) CHEM 101 and prepare for CHEM 102. It is strongly recommended that students who have not taken Chemistry 12 take this course prior to registering in 101, or take a reduced course load if taking 091 and 101 simultaneously. Students without Chemistry 12 require this course and CHEM 101 for entry into CHEM 102.

Note: 0.5 fee unit

Prerequisites: Mathematics 12 and Chemistry 11 or their equivalents.

Grading: COM, N or F

To register, please go to www.uvic.ca/mypage/

Note: CHEM 091 is available as online option only.

FURTHER INFORMATION

For further information, call the Department of Chemistry (250) 721-7152

ENGLISH COURSES

Note: ENGL 115 is restricted to Nursing Distance Students.

ENGL 115 (A10) (1.5)
UNIVERSITY WRITING

FURTHER INFORMATION

For further information, call the Department of English (250) 721-7236

Distance Learning at Other BC Universities

Distance programs and courses available from the University of British Columbia, Simon Fraser University, Thompson Rivers University – Open Learning and other BC post-secondary institutions are listed on the [http:// www.BCcampus.ca](http://www.BCcampus.ca) website. To locate programs and courses on this site, click the Student Services box, then click the “Find online programs” or the “Find online courses” link on the left-hand navigation bar.

UNIVERSITY OF BRITISH COLUMBIA

Distance Education provides one of the study options open to University of British Columbia students. UBC offers over 100 courses for programs in five Faculties:

- for degree or diploma credit in the Faculty of Agricultural Sciences and the Faculty of Education
- for degree completion in the Faculty of Arts
- for UBC degree credit in the Faculty of Forestry or towards registration as a professional forester
- to complete the final two years of the B.Sc. in Nursing degree through the School of Nursing

You may enroll in the majority of courses at several times during the year. The manual and texts that make up the core materials in all courses are augmented in some cases by books of readings, audiotapes, videotapes or CD Roms. Many courses require Internet access.

For further information, contact:

Distance Education and Technology
University of British Columbia
2329 West Mall, Room 1170
Vancouver, BC V6T 1Z4
Telephone: (604) 822-6565 or
1-800-754-1811 within B.C., N.W.T.,
and Yukon
Fax: (604) 822-8636
http://olt.ubc.ca/distance_learning/

OR

Access Studies
The University of British Columbia
1874 East Mall
Vancouver, BC V6T 1Z1
Phone: (604) 822-9836
Fax: (604) 822-9858
E-Mail: access.studies@ubc.ca
[http:// students.ubc.ca/accessstudies/](http://students.ubc.ca/accessstudies/)

SIMON FRASER UNIVERSITY

Simon Fraser University is strongly committed to providing access to advanced recurrent education and to extending its teaching and resources into the community. Many programs are available for students to continue their education through the distance education program, delivered by innovative combinations of print-based materials, audio- and videotape, teleconferencing, e-mail and the Internet. Courses may be taken to start a degree, finish a degree, for interest, or for pleasure.

Academic programs currently available are: Master's programs (Education, Publishing); Bachelor's degrees (Bachelor in General Studies; Bachelor of Arts, Criminology or a joint Criminology/ Psychology or English Major); a number of minor programs (Criminology; Publishing; Communication; Psychology; English; Kinesiology; Education: Early Childhood Education, Environmental Education, Educational Psychology, Elementary School Physical Education, Learning Disabilities, Communication); post-baccalaureate diplomas (Criminology; Education; teaching English as a Second Language; Social Policy Issues; Community Economic Development;

First Nations Studies); and certificates (Criminology — both general and advanced certificates, Health and Fitness Studies, Gerontology, Liberal Arts, Literacy Instruction).

Students may register for courses in the fall, spring, and summer semesters. Deadlines for submission of application for admission or re-admission to the University is April 30 (fall), September 30 (spring), and January 31 (summer).

For further information on admission and registration procedures, program requirements, and courses, contact:

Centre for Distance Education
Simon Fraser University
Burnaby, BC V5A 1S6
Telephone: (604) 291-3524
Fax: (604) 291-4964
Toll-free in B.C.: 1-800-663-1411
E-mail: cdecfsu.ca
<http://www.sfu.ca/cde/>

THOMPSON RIVERS UNIVERSITY, OPEN LEARNING

(Formerly: B.C. Open University)

The Thompson Rivers University, Open Learning (TRU-OL) offers undergraduate programs leading to an Associate of Arts, an Associate of Music, an Associate of

Science, a Bachelor of Arts, a Bachelor of Arts (Adult Education), a Bachelor of Arts (Criminal Justice), a Bachelor of Administrative Studies, a Bachelor of Computer Systems, a Bachelor of Science, a Bachelor of Business Administration, a Bachelor of Music (Jazz Studies), a Bachelor of Music Therapy, a Bachelor of Natural Resource Science, a Bachelor of Technology (Computer Systems), a Bachelor of Technology (Technology Management), a Bachelor of Fine Art, a Bachelor of Design, a Bachelor of Interior Design, and a Bachelor of Health Science.

You may enroll in courses delivered by the TRU-OL, or take advantage of mechanisms that allow recognition of courses taken through other institutions. These include significant transfer credit to TRU-OL programs, enrollment through the Thompson Rivers University, Open Learning in courses offered by other B.C. universities, and block transfer of certain programs offered by B.C. colleges and universities. A credit bank has been established to assess non-formal as well as formal learning.

Details of degree requirements, programs and courses may be obtained from:

Thompson Rivers University,
Open Learning (TRU-OL)
P.O. Box 82080
Burnaby, BC V5C 6J8
Telephone: (604) 431-3300
Toll-free: 1-800-663-9711

<http://www.tru.ca/distance/>

Glossary

Use the following definitions to become familiar with the terms used in this Guide and online Timetable.

Academic Drop Date: Last day for dropping courses without penalty of failure.

Associated Section: See Linked Section.

Auditor: A student who pays a fee to attend a course but is not entitled to credit.

CAPP: (Curriculum, Advising and Program Planning) a degree audit which outlines the program requirements needed for degree completion and matches a student's course record against those requirements (formerly PADRE).

Confirmation of Registration:

A confirmation of registered courses, including courses that are wait-listed, is available via My page.

Corequisite: A specific course or requirement that must be undertaken at the same time as a prescribed course.

Course: A particular part of a subject studied, such as English 115.

Department: In academic regulations, this covers any academic administrative unit, including a department, school, centre or faculty as the context requires.

Full-Time Student: An Undergraduate registered in 12 or more units of study in the Winter Session (Sept-Apr) or 6 or more units in Summer Session (May-Aug).

Graduate Student: A student who has received a Bachelor's degree or equivalent and who is enrolled in a program leading to a Master's or Doctoral degree.

Linked Section: Normally, a laboratory or tutorial that accompanies a lecture. Also called Associated Section.

Lower Level Courses: Courses numbered from 100 to 299.

Mailing Address: The one address to which selected communications from the Office of Registrar, Student Affairs (OREG) or other University offices will be sent. This address should be updated by the student through My page (Address Change).

NetLink-ID: A unique personal identifier which is used as your "username" for various services provided by the University of Victoria.

Non-Standard Course Table: The start and end dates are different than standard

course dates for a section offered in the current Winter Session. The fee reduction and academic drop dates are calculated based on this variation of dates. Check registrar.uvic.ca or the appropriate registration guide for the "non-standard courses" list.

Part-Time Student: An Undergraduate registered in fewer than 12 units of study in the Winter Session (Sept-Apr).

Permission: A course in the timetable that requires permission from the Department. Registration is done through the Department. See also: Registration Restriction.

Prerequisite: A preliminary requirement which must be met before registration in a prescribed course.

Primary Section: Normally a lecture section.

Program: The courses of study organized to fulfill an academic objective, such as a B.Sc. Major Chemistry program.

Registered Student: A person enrolled in at least one credit course at this university.

Registration Restriction: Registration in a course or section is limited to a certain kind of student based on factors such as program, year and degree.

Regular Student: A student who is registered as a candidate for a UVic degree, or in credit courses leading to a diploma.

Section: The division of a course, e.g., Section A01 of French 100.

Session: Designated period of time during which courses of study are offered, (e.g. Winter Session, September to April; Summer Session, May to August).

Special/Visiting: A student who is not formally admitted to a UVic degree program but is permitted to enroll in credit courses for a specified period on the basis of a Letter of Permission from another institution.

Standard Course Dates: The start and end dates correspond to the published first and last day of classes respectively for a section offered in the current Winter Session.

Term: Full-year courses in the Winter Session run from September to April and normally have a value of 3 units. Courses are scheduled to meet 3 hours per week for 26 weeks.

Half-year courses are offered from September to December and from January to April and normally have a value

of 1.5 units. Courses are scheduled to meet 3 hours per week for 13 weeks.

Transfer Credit: Credit assigned to your UVic record for courses successfully completed at another recognized institution.

Unclassified: Refers to the year in which certain students are registered. Normally applied to non-degree, visiting or diploma students.

Undergraduate Student: A student registered in an undergraduate faculty or in a program leading to a Bachelor's degree or an undergraduate diploma.

Unit: Positive numerical value used in assigning the value of a course, such as English 115 (1.5 units). See also: Term.

Upper Level Courses: Courses numbered from 300-499.

My page: Web access to student records online: usource.uvic.ca.

Online Registration: Registration via usource.uvic.ca.

Online Timetable: Provides students with current course timetable information via the Web, including current information on open sections and the number of waitlisted students: www.uvic.ca/timetable.

Year: The level within a program of study, or the level of the course. For example, First year student, First year course (Physics 102).

Year Level Determination:

| | |
|-------------------|----------------------------------|
| Below 12 units | First Year |
| 12 to 26.5 units | Second Year |
| 27 to 41.5 units | Third Year |
| 42 units or above | Fourth Year (4-year programs) |
| 42 to 56.5 units | Fourth Year* |
| 57 units or above | Fifth Year* |

*Five year programs only

Directory

University Switchboard (250) 721-7211 | www.uvic.ca/directories/index.html

| DEPARTMENT | PHONE (250) | E-MAIL | DEPARTMENT | PHONE (250) | E-MAIL |
|--|-------------|------------------------|---|-------------|---------------------------|
| Accounting Services (Tuition Fees) | 721-7032 | tuition@uvic.ca | History | 721-7382 | clio@uvic.ca |
| Admissions (Undergraduate) | | | History in Art | 721-7942 | dkowalyk@finearts.uvic.ca |
| - New Students | 721-8121 | admsinfo@uvic.ca | Housing (Residences) | 721-8395 | housing@uvic.ca |
| Admissions (Law) | 721-8155 | jperson@uvic.ca | Humanities Computing & Media Centre | 721-8294 | sarneil@uvic.ca |
| Advising Centres | | | Ian Stewart Complex | 472-4000 | vikesrec@uvic.ca |
| - Bachelor of Engineering | 721-8678 | bengoff@uvic.ca | Indigenous Affairs, Office of Indigenous Student Advisors | 472-4913 | inafadm@uvic.ca |
| - Computer Science | 472-5757 | kguy@csc.uvic.ca | - Education Coordinator | 721-8389 | rvratleo@uvic.ca |
| - Education: | | | - Human & Social Development | 721-6274 | isahsd@uvic.ca |
| Elementary & Secondary | 721-7877 | adve@uvic.ca | - Law | 721-8171 | mmatilpi@uvic.ca |
| - Fine Arts | 472-5165 | fineadvr@uvic.ca | International & Exchange Student Advisor | 721-6361 | mohm@uvic.ca |
| - Humanities, Science, & Social Sciences | 721-7567 | advising@uvic.ca | Island Medical Program | 472-5500 | impsec1@uvic.ca |
| Anthropology | 721-7047 | anthtwo@uvic.ca | Law | 721-8150 | lawrecep@uvic.ca |
| Athletics & Recreation | 721-8406 | atrsadm@uvic.ca | Library Loan Desk | 721-8230 | loandesk@uvic.ca |
| Biochemistry & Microbiology | 721-7077 | biocmicr@uvic.ca | Linguistics | 721-7424 | linguist@uvic.ca |
| Biology | 721-7094 | biology@uvic.ca | Mathematics & Statistics | 721-7459 | charlesb@uvic.ca |
| Bookstore (University Calendars) | 721-8311 | uvicbook@uvic.ca | Mechanical Engineering | 721-8895 | merecep@me.uvic.ca |
| Business | 472-4139 | business@uvic.ca | Medieval Studies | 721-6271 | medi@uvic.ca |
| - BCom | 472-4728 | bsscclerk@uvic.ca | Microbiology – see Biochemistry & Microbiology | | |
| - MBA | 721-6075 | mbarecep@uvic.ca | Music | 721-7903 | musi@finearts.uvic.ca |
| Campus Security Services | 721-6683 | | Nursing | 721-7954 | nursing@uvic.ca |
| Campus Tours | 721-8949 | tours@uvic.ca | Orientation (New Students) | 472-4512 | stcentre@uvic.ca |
| Chaplains (Interfaith) | 721-8338 | chaplain@uvic.ca | Pacific & Asian Studies | 721-7477 | paciasia@uvic.ca |
| Career Services | 721-8421 | careers@uvic.ca | Philosophy | 721-7512 | philweb@uvic.ca |
| Chemistry | 721-7152 | chemoff@uvic.ca | Physics & Astronomy | 721-7700 | office@phys.uvic.ca |
| Child and Youth Care | | | Political Science | 721-5458 | polirecp@uvic.ca |
| - Distance Learning | 721-6278 | cycadv@uvic.ca | President's Office | 721-7002 | pres@uvic.ca |
| - On-Campus | 721-7979 | cycadv@uvic.ca | Psychology | 721-7525 | psyc@uvic.ca |
| Child Care Services | 721-8500 | childc@uvic.ca | Public Administration | 721-8055 | padm@uvic.ca |
| Computer Science | 472-5700 | charknes@csc.uvic.ca | Records (Undergraduate) | | |
| Computer Store | 721-8321 | cstore@uvic.ca | - Returning Students | 721-8121 | records@uvic.ca |
| Continuing Studies | 472-4747 | register@uvcs.uvic.ca | Resource Centre for Students with a Disability | 472-4947 | inforcsd@uvic.ca |
| Co-operative Education Programs | 721-7628 | coop@uvic.ca | Scholarships | 721-8107 | kroth@uvic.ca |
| Counselling Services | 721-8341 | counsell@uvic.ca | School of Exercise Science, Physical & Health Education | 721-8373 | physed@uvic.ca |
| Curriculum Library | 721-7900 | curric@uvic.ca | Slavic Studies – see Germanic & Slavic Studies | | |
| Earth & Ocean Sciences | 721-6120 | seos@uvic.ca | Social Work | 721-8036 | socw@uvic.ca |
| Economics | 721-4410 | econddept@uvic.ca | Sociology | 721-7572 | soci@uvic.ca |
| Education (General Office) | 721-7757 | eddean@uvic.ca | Software Engineering | 721-6023 | seprog@uvic.ca |
| Electrical & Computer Engineering | 721-8610 | advece@ece.uvic.ca | Student & Ancillary Services | 721-8023 | stas@uvic.ca |
| Engineering (BEng) | 721-8678 | bengoff@uvic.ca | Student Awards & Financial Aid | | |
| English | 721-7236 | english@uvic.ca | - Financial Aid | 721-8423 | finaid@uvic.ca |
| Environmental Studies | 721-7354 | esoffice@uvic.ca | - Scholarships | 721-8107 | yvonnero@uvic.ca |
| Fine Arts | 721-7755 | fineasst@uvic.ca | Student ID Card Centre | 472-4554 | idcentre@uvic.ca |
| French | 721-7363 | french@uvic.ca | Summer Session | 721-8471 | lmorgan@uvic.ca |
| Geography | 721-7327 | info@mail.geog.uvic.ca | Theatre | 721-7991 | theatre@uvic.ca |
| Germanic & Slavic Studies | 721-7316 | geru@uvic.ca | UVic Students' Society (UVSS) | 472-4317 | alma@uvic.ca |
| Graduate Studies | | | Visual Arts | 721-8011 | visu@uvic.ca |
| - Admissions & Records | 472-4657 | garo@uvic.ca | Women's Studies | 721-7378 | wstudies@uvic.ca |
| - Dean's Office | 721-7970 | fgssec2@uvic.ca | Writing | 721-7306 | writing@finearts.uvic.ca |
| Greek & Roman Studies | 721-8514 | jupiter@uvic.ca | | | |
| Health Information Science | 721-8575 | his@uvic.ca | | | |
| Health Services | 721-8492 | campd@uvic.ca | | | |
| Hispanic & Italian Studies | 721-7413 | spanit@uvic.ca | | | |

*Phone numbers and e-mail addresses are subject to change.

- A**
 Academic Add/Drop Dates, 3, 9, 10, 13
 Academic Probation, 8
 Acceptance Deposit, 6, 12
 Accounts, Undergraduate, see Fees, 11
 Admission, 5
 Adult and Continuing Education,
 Certificate (CACE), 54
 Awards, Student, 14
- B**
 Bachelor in Child and Youth Care, 15
 Bachelor of Science in Nursing, 21
 Bachelor of Social Work, 24
 Bookstore, 14
 Business Administration, Certificate in, 55
- C**
 Calendar, UVic Academic, 6
 Campus Map, www.uvic.ca/maps
 Certificate Programs —
 Adult and Continuing Education (CACE), 54
 Business Administration, 55
 Computer Based Information Systems, 56
 Environmental and Occupational Health, 57
 Graduate Professional Specialization, 35
 Restoration of Natural Systems, 48
 Teaching French Immersion, 44
 Change of Name/Address, 11
 Child and Youth Care, Bachelor Degree Program, 15
 Community Development, 28
 Computer Based Information Systems,
 Certificate Program in, 56
 Contents, 1
 Continuing Studies in Education, 43
 Course Descriptions —
 Chemistry, 58
 Child and Youth Care, 16
 Community Development, 28
 Education, 44
 English, 58
 Environmental Restoration, 48
 Health Information Science, 30
 History in Art, 47
 Nursing, 21
 Public Administration, 32, 52
 Public Health and Social Policy, 37
 Social Work, 25, 39
 Course Index, 62
 Cultural Resource Management Program, 45
 Curriculum and Instruction, 43
- D**
 Dates, Important, 3, 9, 10, 13
 Deadlines, Academic Course Changes, 3, 9, 10, 13
 Deadlines, Fee Reductions, 3, 9, 10, 13
 Deposit, Acceptance, 6, 12
 Diploma Programs —
 Cultural Resource Management, 45
 Graduate Diploma in Evaluation, 36
 Local Government Management, 51
 Public Relations, 58
 Public Sector Management Program, 51
 Restoration of Natural Systems, 48
 Directory, 61
 Disability, Students Resource Centre, 14
 Drop Dates —
 Academic, 3, 9, 10, 13
 Fee Reduction, 3, 9, 10, 13
- E**
 Education, Continuing Studies in, Courses and
 Program, 43
 Education, Masters, 29
 English Courses, 58
 English Requirement, 6
 Environmental and Occupational Health,
 Certificate Program in, 57
 Evaluation, Graduate Certificate and Graduate
 Diploma in, 35
 Exercise Science,
 Physical and Health Education, 44
- F**
 Fee Reduction Dates, 3, 9, 10, 13
 Fee Regulations, 11
 Fees, Admission, 5
 Fees, Reregistration, 6
 Financial Aid, 14
- G**
 Glossary of Registration Terms, 60
 Grading Policy, 7
 Graduate Professional Certificates, 35
 Graduation, 9
- H**
 Health Information Science, 30
 Heritage Conservation, see Cultural Resource
 Management Program, 45
 History in Art, 45
- I**
 Important Dates, 3, 9, 10, 13
 Index, 62
 Internet (Online) Courses, 58
- L**
 Language Proficiency Index, 7
 Library Resources, 14
 Library Sector Leadership Graduate Certificate, 35
 Loans, Student, 14
 Local Government Management, 51
- M**
 Masters Programs —
 Community Development, 28
 Education, 29
 Health Information Science, 30
 Nursing, 31
 Public Administration (MPA Online), 32
 Public Health, 35
 Social Work Indigenous Specialization, 38
 Museum Studies, see Cultural Resource
 Management Program, 45
 Music Education, 44
 My page (see Registration), 6, 9
- N**
 Native Species and Natural Processes Program, 50
 Nursing, Bachelor of Science in, 21
 Nursing, Master of, 31
 Non-standard Course Dates, 10
- O**
 On-line (Internet) Courses, 58
 Online Master of Public Administration, 32
 Open Learning, see Thompson Rivers University, 59
- P**
 Personal Information, Disclosure, 2
 Physical Education, (see Exercise Science,
 Physical and Health Education), 44
 Probationary Status, 8
 Professional Specialization Certificates, 35, 44
 Protection of Privacy, 2
 Public Administration, MACD, 28
 Public Administration, MPA Online, 32
 Public Health, Master, 37
 Public Health, Graduate Diploma, 37
 Public Relations, Diploma, 58
 Public Sector Management, Diploma in, 51
- Q**
 Questions & Answers About Admission &
 Registration, 5
- R**
 Refunds, see Fee Reductions, 3, 9, 10, 13
 Registration, 6, 9
 Related Programs at Other Universities, 59
 Restoration of Natural Systems, 48
- S**
 Scholarships, 14
 Simon Fraser University, 59
 Social Work, Bachelor of, 24
 Social Work, Masters, 38
 Special Education, Certificate & Diploma, 45
 Specialization Certificates, Profession, 44, 45
 Student Awards and Financial Aid, 14
 Student Services, 14
 Summer Courses, 4
- T**
 Teaching French Immersion, Certificate, 44
 Thompson Rivers University – Open Learning, 59
- U**
 University of British Columbia, 59
 University of Victoria's Students' Society, 2, 13
- V**
 Visa (International) Students, 12
 Visiting Student, 6
- W**
 Withdrawal, 8, 9

