



2012 – 2013 Graduate Calendar

**Effective date of information, unless otherwise noted:
May 1, 2012.**

The University of Northern British Columbia reserves the right to make additions, deletions, changes, or modifications to its policies, practices, procedures, tuition fees, course availability, delivery mode, schedules, or program requirements at any time without prior notice.

The publication of information in the Calendar does not bind the University to the provision of courses, programs, services, or facilities as listed herein.

Students are responsible for informing themselves of the University's procedures and policies and the specific requirements associated with the degree, diploma or certificate sought.

Students are responsible for informing themselves of the risks associated with field and laboratory studies. By participating in such studies they shall be deemed to have accepted personal responsibility for all such risks (including, without limitation, all risks identified by course instructors/supervisors and in literature that has been published by the University or that has otherwise been made available to students), to have agreed to abide by the safety rules and procedures established by their instructors/supervisors for such activities, and to have waived the liability of the University of Northern British Columbia and its instructors/supervisors in respect of such activities.

Students are responsible for informing themselves of the details of international travel programs and whether the program offered to them is a UNBC-sponsored academic program.

EVERY STUDENT ACCEPTED FOR REGISTRATION WITH THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA SHALL BE DEEMED TO HAVE AGREED TO BE BOUND BY THE REGULATIONS AND POLICIES OF THE UNIVERSITY AND OF THE PROGRAM IN WHICH THAT STUDENT IS ENROLLED.

The University of Northern British Columbia specifically reserves the right to exercise its sole, absolute, and unfettered discretion in admitting individuals to the University, its programs, and courses.

The University of Northern British Columbia shall incur no liability for loss or damage suffered or incurred by any student or third party as a result of delay, alteration, or termination of services, courses, programs, tuition, or fees by reason of: acts of God, fire, strikes, lock-outs, damage to University property, inability to procure or produce materials, civil unrest or disobedience, financial exigency, or any other cause of any kind.

The University of Northern British Columbia is a smoke-free institution. Smoking may be permitted in designated areas only.

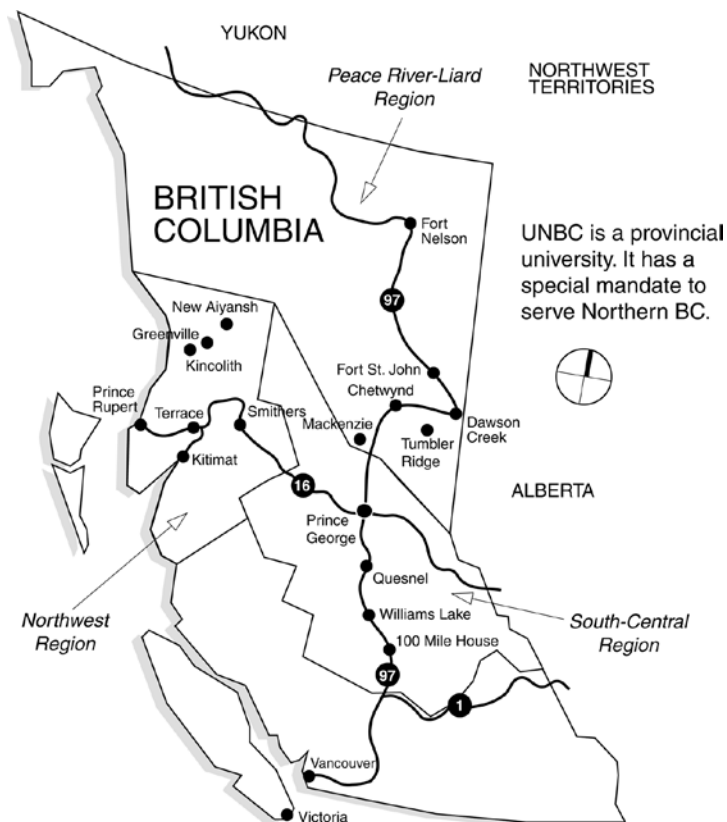
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The 2012 – 2013 *University of Northern British Columbia Graduate Calendar* was prepared by the Office of the Registrar.

Frequently Called Numbers

Academic Success Centre	(250) 960-6367
Accounts Receivable	(250) 960-5510
Access Resource Centre.....(www.unbc.ca/arc) (toll free 1-888-960-5682)	(250) 960-5682
Alumni Relations	(250) 960-5873
Athletics and Recreation	(250) 960-6366
Awards and Financial Aid.....(www.unbc.ca/finaid).....	(250) 960-6319
Bookstore	(250) 960-6424
Calendar Requests	(250) 960-6306
Campus Visits/Tours Prospective Students and General Public	(250) 960-6306
Cashiers For payment by VISA/MasterCard	(250) 960-5631
Communications	(250) 960-5750
Conference & Event Services	(250) 960-5520
Continuing Studies Education.....(toll free 1-866-843-8061).....	(250) 960-5980
Counselling Centre	(250) 960-6369
Donations and Fundraising	(250) 960-5750
Educational Media Services	(250) 960-6470
External Relations	(250) 960-5750
Facilities.....(www.unbc.ca/facilities)	(250) 960-6407
Finance.....(www.unbc.ca/finance_dept)	(250) 960-5510
First Nations Centre	(250) 960-5772
Food Services	(250) 960-5780
Graduate Programs	(250) 960-5244
Harassment and Discrimination Advisor	(250) 960-6618
Health and Wellness Centre	(250) 960-6370
Human Resources	(250) 960-5521
Information Technology Services (help desk)(toll free 1-866-960-5321)	(250) 960-5321
International Exchange and Student Programs(www.unbc.ca/international)	(250) 960-5702
Library	(lib.unbc.ca)
Reference Desk	(250) 960-6475
Circulation Desk (book renewals)	(250) 960-6613
Regional Librarian.....	(250) 960-6473
Distance/Regional Services(toll free 1-888-440-3440).....	(250) 960-6604
Interlibrary Loans.....	(250) 960-6460
Main Switchboard	(250) 960-5555
News Media Inquiries	(250) 960-5622
Northern BC Graduate Student Society (NBCGSS) ..(nugss.unbc.ca)	(250) 960-5671
Northern Sport Centre	(250) 960-6366
President's Office.....	(250) 960-5600
Purchasing, Contracts and Risk Management.....	(250) 960-5558
Regional Campuses	
<i>UNBC Terrace Campus</i>(local) (250) 615-5578.....(long distance) 1-800-697-7388	
<i>UNBC Fort St. John Campus</i>(local) (250) 787-6220.....(long distance) 1-800-935-2270	
<i>UNBC Quesnel Campus</i>(local) (250) 991-7540.....(long distance) 1-800-627-9931	
<i>UNBC Prince Rupert Campus</i>(local) (250) 624-2862.....(long distance) 1-888-554-6554	
<i>Wilp Wilxo'oskwhl Nisga'a</i>(local) (250) 633-2292.....(long distance) 1-800-980-8838	
Regional Operations	(www.unbc.ca/regops).....(250) 960-5584
Registrar's Office	(www.unbc.ca/graduateprograms)
Graduate Admissions, Prospective Student Information	(250) 960-6336
Graduate Registrations.....	(250) 960-6329
Fax	(250) 960-6330
Research.....	(250) 960-5820
Student Career Centre.....	(250) 960-6306
Student Housing (on and off campus)	(www.unbc.ca/housing)
Student Success	(250) 960-6360
TTY Service	(250) 960-5307
University of Northern British Columbia	www.unbc.ca
College of Arts, Social and Health Sciences	www.unbc.ca/cashs
College of Science and Management	www.unbc.ca/csam
Course Schedule	www.unbc.ca
University Calendar/Graduate	www.unbc.ca/calendar/graduate

UNBC's Northern Mandate



Addresses

UNBC Prince George Campus
3333 University Way
Prince George, BC
Canada V2N 4Z9
Telephone (250) 960-5555
www.unbc.ca

UNBC Terrace Campus
4837 Keith Avenue
Terrace, BC
Canada V8G 1K7
Telephone (250) 615-5578
Toll Free 1-800-697-7388
Fax (250) 615-5478
www.unbc.ca/regops/nw

UNBC Fort St. John Campus
Box 1000, 9820 - 120th Ave
Fort St John, BC
Canada V1J 6K1
Telephone (250) 787-6220
Toll Free 1-800-935-2270
Fax (250) 785-9665
www.unbc.ca/regops/prl

UNBC Quesnel Campus
S100, 100 Campus Way
Quesnel, BC
Canada V2J 7K1
Telephone (250) 991-7540
Toll Free 1-800-627-9931
Fax (250) 991-7528
www.unbc.ca/regops/sc

UNBC Prince Rupert Campus
353-5th Street
Prince Rupert, BC
Canada V8J 3L6
Telephone (250) 624-2862
Toll Free 1-888-554-6554
Fax (250) 624-9703
www.unbc.ca/regops/nw

Wilp Wilxo'oskwhl Nisga'a Affiliate Campus
PO Box 70
3001 Ts'oohl Ts'ap Avenue
Gitwinksinlkw, BC
Canada V0J 3T0
Telephone (250) 633-2292
Toll Free 1-800-980-8838
Fax (250) 633-2463
<http://wwni.bc.ca/>

President's Message



Professor George Iwama began his five-year term as President and Vice-Chancellor of the University of Northern British Columbia on July 1, 2009. Professor Iwama brings many years of experience as a professor, university administrator, community leader and public servant to his post. He came to UNBC after having served as the Dean of Science at Carleton University in Ottawa since 2007.

In 2004 he joined Acadia University as the Dean of Science until his appointment in 2006 as acting Vice-President Academic. Prior to his appointment at Acadia, Dr. Iwama spent four years as Director General of the National Research Council's Institute for Marine Biosciences in Halifax. During that tenure, Dr. Iwama led the building of a new industry partnership facility at the IMB. He worked with universities, industry and government agencies to nurture new companies and attract established life science companies to the Maritimes. This led to the establishment of the Life Sciences Development Association. He also led the initiation of the NRC's newest institute on Prince Edward Island, the Institute for Nutrisciences and Health.

Dr. Iwama holds a Ph.D. in Zoology from the University of British Columbia. After leaving UBC for postdoctoral work in Texas at Austin (Lund Fellow) and Dalhousie University (Killam Fellow), he returned to take up a faculty position in Animal Science. He served there for 15 years where he attained the rank of full professor.

He is the recipient of a number of academic fellowships and awards from the Natural Sciences and Engineering Research Council and the Killam Foundation. His teaching has been in the area of comparative animal physiology with an emphasis on fish stress and fish aquaculture. His research interest currently is focused on the stress response in fish. He has published more than 135 peer reviewed scientific articles and edited two books. In addition to his passion for science he has been keenly interested in the public understanding of science. He has initiated and established Science Cafés in Wolfville, Ottawa, and now in Prince George where science of interest to the public is shared in plain English. He also is writing a book series on genomics for children.

Welcome to our University Calendar

The University Calendar is a unique document among the vast range of documents produced by the University. It presents our entire offering of courses as well as a calendar of our institutional dates. It represents a tremendous amount of work by our faculty and staff. I thank them for their contributions to this vital document.

The Calendar is a reference in constant use by us at the University. If you are one of many who is using it to learn about UNBC, welcome! Whether you are a potential undergraduate or graduate student, I am sure you will be impressed by the range of offerings through our main campus in Prince George or through our three Regional Campuses in Fort Saint John, Quesnel and Terrace. In addition to the full scope of academic programs you will find professional programs in education, nursing, social work, planning and engineering. We offer medicine in partnership with the University of British Columbia; thus, descriptions of that program can be found in the UBC Calendar.

The University of Northern British Columbia is one of Canada's premier universities. It is one of the four Research Universities in British Columbia. Among primarily undergraduate universities we have ranked consistently in the top three overall both in the Maclean's Magazine survey of Canadian universities and in a survey of university research activity published by the National Post. We take great pride in our active research as well as providing a personal education to all our students. Our campuses are situated in some of the most beautiful natural settings on earth. Our state-of-the-art Northern Sports Centre is a wonderful asset to promote wellness in our community and is home to our Timberwolves athletes. Our LEED Gold bio-energy facility has now come on line and heats the entire Prince George campus with wood. This brings us very close to our goal of carbon neutrality, and truly becoming Canada's Green University™.

I hope our Calendar not only meets your needs, but stimulates your curiosity about our very special University. To those of you who have not visited us at UNBC, I extend a warm invitation.

A handwritten signature in black ink that reads "George Iwama". The signature is fluid and cursive.

George Iwama
President and Vice-Chancellor
University of Northern British Columbia

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Mission Statement

Mission

The University of Northern British Columbia – founded as ‘a university in the north, for the north’ – holds as its mission to improve the quality of life in its region, the province, and beyond, by attaining the highest standards of undergraduate and graduate teaching, learning, and research. UNBC is committed to serving a vast region by building partnerships and by being innovative, resourceful, and responsive to student and community needs. In the spirit of its Carrier motto – ‘En cha huná’ – UNBC celebrates diversity and intends to reflect and to foster the rich cultural diversity of northern British Columbia and its peoples. UNBC recognizes that the strength of the University is its people and that the most important measure of its success is the educational enrichment of its students. The University strives to offer all its people – students, staff and faculty – a healthy, safe, open, friendly, supportive, consultative and stimulating environment conducive to individual intellectual growth, personal fulfillment and career progress. UNBC embraces the principles of academic freedom, responsibility, education for its own sake, integrity, inclusion, respect for others, equity, fairness, operational efficiency, and public accountability.

Institutional Values

Our values are those select points of belief held in the highest regard at UNBC, and are meant to guide the University, and each member of the University community, in their actions and in fulfillment of their ambitions.

Excellence

UNBC strives for excellence in the fundamental roles of teaching, research and student service. The University recognizes that the educational enrichment of its students is the ultimate measure of excellence. UNBC is also committed to exemplary standards in service quality, operating effectiveness, and public accountability.

Innovation

UNBC, as a new university, approaches the complexities of its time with responsive and innovative approaches to education. UNBC offers a modern curriculum and utilizes advanced technologies and the most innovative pedagogical methods in teaching. Much of the University’s research is at the intellectual frontier, with the ultimate goal of generating tangible returns to society.

Responsiveness

UNBC’s program and course offerings are based on the needs and preferences of students, the community and society. In particular, the University is committed to providing regional students with a standard of educational and student services equivalent to that of its central campus. Through its teaching and research, the University will continue to contribute to the social, cultural and economic development of the north, and to an improved environment and health for its people.

Teaching

Teaching excellence is a critical factor in effective student learning and in the transmission of knowledge to the next generation. The quality of the teaching and learning environment is essential to the

continuing strength and growth of UNBC. Excellence in teaching requires a university environment that fosters and facilitates teaching and acknowledges and rewards success.

Learning

Learning is a continuous lifelong process, a necessary part of human development. UNBC is about learning – about providing opportunities to learn and assisting and enabling all those who come to the University in achieving personal enrichment through learning. UNBC champions intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied learning initiatives (e.g., Co-operative Education, Internships and Practica) and the development of new knowledge. UNBC supports research initiatives and the integration of research and teaching so that our students can both profit from, and participate in, the development of new knowledge and new discoveries.

Interdisciplinarity

Scholarship, which spans disciplines and cultures, and programming which cuts across organizational units are to be hallmarks of UNBC. Removal of the barriers to learning, which traditional disciplinary and cultural boundaries often present, is what shapes interdisciplinarity at UNBC. While such areas as Environmental Studies, First Nations Studies, International Studies, Northern Studies, and Women’s and Gender Studies underlie the University’s commitment to interdisciplinarity, the commitment transcends specific programs and represents the way the University intends to conduct its academic business.

Research

Knowledge creation is central to the mission and mandate of a university. Excellence in knowledge creation requires a university environment that fosters and facilitates research and scholarship and appropriately acknowledges and rewards success.

Diversity and Equity

The University is committed to promoting and increasing diversity among its students, staff, and faculty and to eliminating barriers to the free flow of ideas from the diverse cultures, disciplines, and fields of study which make up UNBC. UNBC celebrates diversity - especially so in its relationship with the aboriginal peoples of the northern region. UNBC is also committed to ensuring fairness in matters relating to gender and social equity, particularly with respect to academic opportunity.

Internationalization

Success increasingly depends on being internationally knowledgeable and inter-culturally competent. UNBC is committed to the development of teaching, learning and research that strengthens an understanding of global interdependencies.

Leadership

UNBC aspires to intellectual and moral leadership in society. This is a role which the University must earn through the rigorous development of its ideas, through the integrity of its actions, through the trust merited by its officials, through the effectiveness of the services it provides, and through the institutional respect it commands within the community. The University seeks to develop and foster leadership qualities in its students, staff, and faculty.

Our Story

UNBC has unusual origins. In 1987 a group of business and professional leaders came together and formed the Interior University Society. This Society commissioned the 1988 study *Building a Future of Excellence: A University of Northern British Columbia*. Support for the creation of a northern university came from every city, town, village and regional district in northern BC. Sixteen thousand individuals each paid at least \$5 to support a brief to government arguing the case for a new university. After receiving this brief, the provincial government funded a further report which, in December 1989, recommended the creation of a self-governing, degree-granting institution in northern British Columbia. The recommendations were accepted, and in June 1990, *The University of Northern British Columbia Act* was passed, with all-party support.

Geoffrey Weller, UNBC's Founding President, joined the University in January 1991, and in April 1992 Premier Harcourt led the sod-turning ceremony for the Prince George campus. The first Convocation ceremony was held in May 1992, and UNBC's first students—taking part in the “QuickStart” program—began their studies in September 1992. Six students from this program graduated in May 1994.

The Prince George campus was officially opened on August 17, 1994 by Her Majesty the Queen Elizabeth II, and the first full day of classes took place on September 8, 1994.

In the first full year, there were approximately 1,400 students—1,300 undergraduates and 100 graduate students—at the University, and nearly 300 full-time faculty and staff. Today, UNBC is home to 3,600 students and more than 842 faculty and staff.

UNBC has a commitment to all aspects of university activities, including service, teaching and research. It has a particular commitment to the service of students. UNBC ensures that its courses have practical benefits for students and their future employment, and students can benefit from relevant work placements. The University offers, through the Student Career Centre, a Co-operative Education Program.

UNBC has a mandate to pay particular attention to the needs of northern British Columbia, and the University's programs and research are designed so that they are of particular relevance to the region.

Through International Operations, UNBC capitalizes on its northern setting and has established links with other universities in northern regions. Exchange agreements have been arranged with universities in the Pacific Rim, the Circumpolar North, Europe, and throughout North America, in order to contribute to the educational enrichment of UNBC students.

The University's programs and methods of academic organization ensure that an interdisciplinary approach is fostered wherever possible. Key programs that have been developed along interdisciplinary lines are Environmental Studies, First Nations Studies, International Studies, Northern Studies and Women's Studies. First Nations History, for instance, is taught within the History program in the College of Arts, Social and Health Sciences. Students are thus able to take such courses either within the History program, or as part of a multidisciplinary First Nations Studies program.



University Colours

The University's principal colour, which was chosen in 1990 when UNBC was first being planned, is green—eminently suitable to a university located in a major forestry region, with a strong focus on the environment. The second colour, gold, was added in 1991.

The Coat of Arms

The University's Coat of Arms comprises several elements. The shield, which is divided into UNBC's colours of green and gold, contains three elements. The open book, which is a traditional symbol of learning, is flanked by two ravens, which are hardy, resident birds of the north, symbols of wisdom in some First Nations traditions, and recognized as amongst the most intelligent of birds by ornithologists. Below these elements is a young coniferous tree with roots, which symbolizes growth, and represents both the dominant flora of the north and the backbone of the northern economy.



Our Story

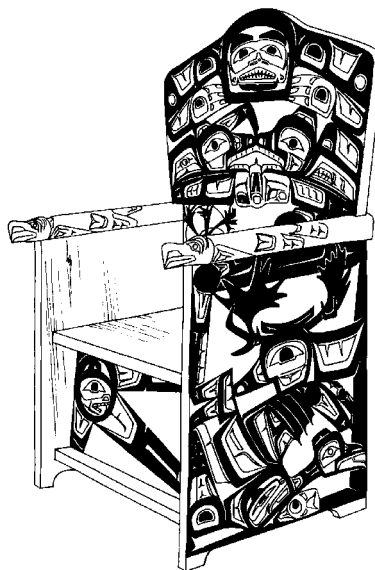
The crest is created from a wreath surmounted by the maple leaf symbolizing Canada, dogwood flowers symbolizing British Columbia, and snowflake crystals symbolizing the north. The crest is a salmon, which is the symbol on the base of the University's talking stick, and is used there as an indication of all the people of the region. The salmon, like the orca in the compartment, was created by Ron Sebastian of New Hazelton specially for the coat of arms.

To the left of the shield is a Kermodei bear, a rare subspecies of the black bear found only in the northwest region of British Columbia. To the right of the shield is the woodland caribou, a distinctive mammal of the central interior and northeast region. Each carries a wreath comprised of conifer branches with cones—again indicating a definitive element of much of northern British Columbia.

The compartment is the base on which the supporters stand. The Kermodei stands amongst mountains and trees which are distinctive of much of the region. To the right is a wheat field, distinctive of the Peace River region. Beneath the mountains and wheat field is a depiction of the ocean and orca, indicative of the Haida Gwaii (Queen Charlotte Islands) and coastal regions.

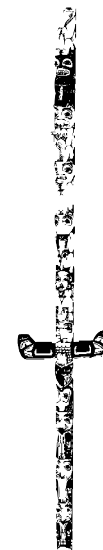
The Motto

The motto, 'En cha huná (pronounced "en chah huhNAH") is a saying of Carrier elders, with a direct translation "respect for all living things." The saying would be used by an elder when reminding somebody, critical of another, that the individual was also a living being, with a voice and a viewpoint. The motto encapsulates much of the spirit of academic freedom, of respect for others, and the willingness to recognize different perspectives.



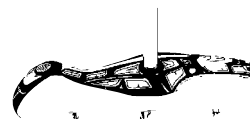
The Talking Stick

The talking stick includes thirteen traditional First Nation crests, which represent all the tribes/clans of northern British Columbia. They are, from top to bottom: Wolf, Black Bear, Beaver, Wolverine, Caribou, Mountain Goose, Frog, Raven, Thunderbird, Fireweed, Killer Whale, Owl, and Eagle. In the centre is an additional human face representing all peoples. The talking stick rests in a base of red cedar, carved in the form of a salmon. The talking stick, ceremonial chairs and the doors to the University Senate were carved by Ron Sebastian.



The Ceremonial Chairs

The chairs include, at top and bottom, a human mask and sun, representing mankind but particularly students and counsellors, while the other symbols again represent the various First Nation peoples in the University's region.



The Chancellor's Chair (left) includes representations of the thunderbird, frog, beaver, grouse, fireweed, owl, eagle, and killer whale, with arm rests carved in the shape of a wolf.

The President's Chair (right) includes representations of the grizzly bear, wolf, caribou, black bear, crow, frog, moose, and mountain goose, with arm rests carved in the shape of a raven.

Faculty

- Aasen, Wendy, Adjunct Professor, First Nations Studies—BA Hons (British Columbia) MA (Alberta)
- Anderson, Margaret, Professor Emerita, First Nations—BA MA PhD (Michigan)
- Aldiabat, Khaldoun, Assistant Professor, Nursing—BSc (Jordan) Msn (Jordan) PhD (Calgary)
- Aravind, Alex, Associate Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—BSc, MSc (India) MTech (Indian Institute of Technology) PhD (Indian Institute of Science)
- Arocena, Joselito M., Professor Mathematical, Computer, and Physical Sciences (Chemistry) and Natural Resources and Environmental Studies—BSc MSc (Philippines, Los Banos) PhD (Alberta)
- Auerbach, Alexander, Assistant Professor, History—BA (Oberlin) MA PhD (Emory)
- Baillies, Janet, Adjunct Professor, Nursing—BScN MSc (McGill) MSc (British Columbia)
- Banks, Kathryn, Associate Professor, Nursing—BN (Dalhousie) MSN (British Columbia) PhD (Alberta)
- Banner-Lukaris, Davina, Assistant Professor, Nursing—BSN (Wales) PhD (West England)
- Barton, Sylvia, Adjunct Professor, Nursing—BSN (British Columbia) MSN (Portland) RN PdD (Alberta)
- Beaumont, Sherry, Associate Professor, Gender Studies, Psychology—BA Hons (St Thomas) MA PhD (Waterloo)
- Beaveridge, Jennifer, Adjunct Professor, Nursing—BScN (Victoria) MSN (British Columbia)
- Beeler, Karin, Professor, English, Gender Studies—BA Hons (British Columbia) MA PhD (Alberta)
- Beeler, Stan, Professor, English—BA Hons MA (Dalhousie) PhD (Alberta)
- Bidgood, Bruce, Associate Professor, Social Work—BA (Brock) MA PhD (Wilfred Laurier)
- Binnema, Theodore, Professor, History—BA (Calvin College) MA PhD (Alberta)
- Bluskov, Iliya, Professor, Mathematical, Computer, and Physical Sciences (Mathematics)—BSc (Bulgaria) MSc (Victoria) PhD (Simon Fraser)
- Bogdanski, Bryan, Assistant Adjunct Professor, Development Economics, International Studies—BA (Queen's) MA (Simon Fraser) PhD (British Columbia)
- Booth, Annie, Associate Professor, Gender Studies, Natural Resources and Environmental Studies—BA (Victoria) MES Arts and Planning (York) PhD (Wisconsin) MCIP
- Bouchard, Michel, Associate Professor—BA (Toronto) MA (Laval) PhD (Alberta)
- Bowles, Paul, Professor, Business Administration, Development Economics, International Studies—BSc Hons (Southampton) MA (Sussex) PhD (London School of Economics)
- Brown, Charles, Associate Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—BASC (British Columbia) MASC (British Columbia) PhD (Simon Fraser)
- Brown, Willow, Assistant Professor, Education—BEd (Saskatchewan) MEd (U of Alaska SE) PhD (Saskatchewan)
- Budde, Robert, Associate Professor, English—BEd BA MA (Manitoba) PhD (Calgary)
- Burton, Philip, Adjunct Professor, Natural Resources and Environmental Studies and Canada Forest Services—BSc (Hons) (Saskatchewan) MS (Hawaii) PhD (Illinois)
- Casperson, David, Assistant Professor, Mathematical, Computer and Physical Sciences (Computer Science, Mathematics)—BSc Hons (Simon Fraser) MA PhD (Waterloo)
- Chasteauneuf, Colin, Assistant Professor, Education—Bed, MEd PhD (Victoria)
- Chen, Jing, Assistant Professor, Business Administration—BSc (Shanghai) MS (Beijing) PhD (Michigan)
- Chen, Liang, Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—BSc (Huazhong) PhD (Institute of Software, Academia Sinica)
- Choi, Sungchul, Associate Professor, Business Administration—BBA MBA (Pusan) PhD (Alberta)
- Clague, John, Adjunct Professor, Natural Resources and Environmental Studies—BSc (Occidental) MSc (Berkley) PhD (British Columbia)
- Clements, Gerritt, Adjunct Professor, Nursing—BA (Calgary) LLB (Alberta)
- Cloutier, Yvon, Assistant Professor, Education—BA (Waterloo) PhD (Ottawa)
- Clough, Philip, Lecturer, Business Administration—MA (Royal Roads)
- Cole, Dana, Adjunct Professor, Nursing—BSc Pharm (Dalhousie) PharmD (British Columbia)
- Connell, David J. Associate Professor, Natural Resources and Environmental Studies—BA (Toronto) BCom MBA (Windsor) PhD (Guelph)
- Cousineau, Stephanie, Adjunct Professor, History—BA Hons (Calgary) MA (New Brunswick) PhD (Calgary)
- Cox, Raymond, Professor, Business Administration—BS (Toronto) BComm MBA (Windsor) PhD (Michigan State)
- Coxson, Darwyn, Professor, Natural Resources and Environmental Studies—BSc (Lethbridge) PhD (McMaster)
- Croft, Elizabeth, Assistant Professor, Business Administration—BA (British Columbia) MBA (York and Laval) PhD (British Columbia)

Faculty

- Cronshaw, Steven, Professor, Business Administration and Psychology—BA BComm (Saskatchewan) MA PhD (Akron)
- Curry, John, Associate Professor, Natural Resources and Environmental Studies—BSc Hons (McGill) MA (Waterloo) PhD (British Columbia) MCIP PAG
- Dale, Mark, Professor, Natural Resources and Environmental Studies—BSc MSc (Toronto), PhD (Dalhousie)
- Dawson, Russell, Professor, Natural Resources and Environmental Studies, and Canada Research Chair, Avian Ecology—BSc PhD (Saskatchewan)
- Dayanandan, Ajit, Associate Professor, Business Administration, Development Economics, International Studies—MA MPhil (Kerala) PhD (Sydney)
- deLeeuw, Sarah, Assistant Professor, Northern Medical Program, Community Health Sciences—BA (Victoria) MA (Northern British Columbia) PhD (Queen's)
- Deo, Balbinder, Associate Professor, Business Administration, Natural Resources and Environmental Studies—BSc MSc (Armrtsar) MBA (Shimla) PhD (Ludhiana and Manitoba)
- Déry, Stephen, Associate Professor and Canada Research Chair, Northern Hydrometeorology, Natural Resources and Environmental Studies—BSc MSc (York) PhD (McGill)
- DeWiel, Boris, Associate Professor, Political Science—BA (Athabasca) MA PhD (Calgary)
- Dickson, Lisa, Associate Professor, English, Gender Studies—BA (Guelph) PhD (McMaster)
- Donker, Han, Associate Professor, Business Administration—BA MA (Amsterdam) PhD (Tilburg)
- Dobrowolski, Edward, Adjunct Professor, Mathematical, Computer, and Physical Sciences (Mathematics)—MS PhD (Wroław)
- Egger, Keith, Professor, Natural Resources and Environmental Studies—BSc (Calgary) PhD (Victoria)
- Evans, Michel, Adjunct Professor, First Nations Studies—BA (Victoria) MA PhD (McMaster)
- Fondahl, Gail, Professor, Gender Studies, Natural Resources and Environmental Studies—BA (Dartmouth College) MA PhD (California, Berkeley)
- Fraser, Tina, Assistant Professor, Education, and Adjunct Professor, First Nations Studies, Nursing—BSc (Alameda) MEd (Simon Fraser) PhD (British Columbia)
- Fredeen, Arthur, Professor, Natural Resources and Environmental Studies—BSA Hons (Saskatchewan) PhD (California, Berkeley)
- Fredj, Karima, Assistant Professor, Development Economics, International Studies—BA (Tunisia) MSc (Montreal) PhD (McGill)
- Garcia, Oscar, Professor and Forest Renewal BC Endowed Chair in Forest Growth and Yield, Natural Resources and Environmental Studies—MSc (Chile) PhD (Georgia)
- Ge, Xin, Assistant Professor, Business Administration—BA MA (Nanjing) PhD (Alberta)
- Gillingham, Michael, Professor, Natural Resources and Environmental Studies—BSc (McGill) PhD (British Columbia)
- Gorrell, Andrea, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry)—BSc (Texas A and M) PhD (Iowa State)
- Graham, Rosemary, Adjunct Professor, Nursing—BScN (McMaster) MSN (Athabasca)
- Graveline, Fyre Jean, Professor, First Nations Studies—BSW (Calgary) MSW (Manitoba) PhD (Wilfrid Laurier)
- Gray, Sarah, Assistant Professor, Mathematical, Computer, and Physical Sciences (Chemistry), Northern Medical Program—BSc PhD (Victoria)
- Green, Scott, Associate Professor, Natural Resources and Environmental Studies—AAS (New York) BA (Moody, Chicago) PhD (Wisconsin)
- Greenwood, Margo, Associate Professor and Academic Leader NCCAH, Education, First Nations Studies, and Adjunct Professor, Northern Medical Program—BEd (Alberta) MA (Victoria) PhD (British Columbia)
- Guest, Kristen, Associate Professor, English, Gender Studies—BA MA (Western) PhD (Toronto)
- Hall, Kevin, Professor, Natural Resources and Environmental Studies—BA Hons (Swansea) MPhil (Reading) PhD (Orange Free State) DSc (Natal)
- Halseth, Greg, Professor and Canada Research Chair, Rural and Small Town Studies, Natural Resources and Environmental Studies—BA (British Columbia) MA PhD (Queen's)
- Hanlon, Neil, Associate Professor, Community Health Science, Natural Resources and Environmental Studies—BA (Ryerson) MA PhD (Queen's)
- Haque, Waqar, Professor, Business Administration and Mathematical, Computer, and Physical Sciences (Computer Science)—BSc Hons (Pakistan) MSc (Alberta) MSc PhD (Iowa State)
- Harder, Henry, Professor, Community Health Science, Disability Management, Psychology—BEd MA EdD (British Columbia)
- Hardy, Cindy, Associate Professor, Community Health Science, Disability Management, Psychology—BA Hons (British Columbia) MA PhD (Concordia) R.Psych
- Harris, Luke, Assistant Professor, Health Sciences—BSc Hons (Acadia) PhD (Alberta)
- Hartley, Ian, Associate Professor, Mathematical, Computer, and Physical Sciences (Physics) Natural Resources and Environmental Studies—BSc MScF (New Brunswick) PhD (British Columbia)
- Hartman, Bryan, Professor, Education—BA Ed. Cert. MA (British Columbia) PhD (Alberta)
- Hawkins, Chris, Associate Professor and Forest Renewal BC Endowed Chair in Mixed Wood Ecology and Management Natural Resources and Environmental Studies—BSc Hons MSc (Simon Fraser) PhD (Australian National)

- Healy, Theresa, Adjunct Professor, Gender Studies—MA (Saskatchewan) PhD (SFU)
- Helle, Steve, Associate Professor, Natural Resources and Environmental Studies—BEng MEng (McGill) PhD (British Columbia)
- Hemingway, Dawn, Associate Professor, Community Health Science, Gender Studies, and Social Work—BA (Simon Fraser) MSc MSW (Northern British Columbia)
- Henderson, Earl, Adjunct Professor, First Nations Studies—BA MA (Northern British Columbia)
- Hoffman, Ross, Associate Professor, First Nations Studies—BA Hons (Trent) BEd (Toronto) MEd (Victoria) PhD (Trent)
- Holler, Jacqueline, Associate Professor, Gender Studies; History, International Studies—BA MA (Simon Fraser) PhD (Emory)
- Holyk, Travis, Adjunct Professor, First Nations Studies—BA (Okanagan) MA (Northern British Columbia)
- Horne, Dee, Professor, English—BA (McGill) MA PhD (Toronto)
- Huber, Dezene, Associate Professor and Canada Research Chair, Forest Entomology and Chemical Ecology, Natural Resources and Environmental Studies—BSc (Calgary) PhD (Simon Fraser)
- Hussein, Ahmed, Professor Emeritus—BSc (Alexandria) MSc PhD (Alberta)
- Hutchings, Kevin, Professor and Canada Research Chair in Literature, Culture, and Environmental Studies, English—BA (Guelph) MA (McMaster) PhD (Hamilton)
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- Iwama, George, Professor, Natural Resources and Environmental Studies—BSc, MSc, PhD (British Columbia)
- Iwama, Marilyn, Adjunct Professor, English, First Nations—RN (Winnipeg-Grace General) BA MA PhD (British Columbia)
- Jackson, Peter, Professor, Natural Resources and Environmental Studies—BSc Hons PhD (British Columbia)
- Jago, Charles, Professor Emeritus—BA Hons (Western Ontario) PhD (Cambridge)
- Jensen, Erik, Professor, Mathematical, Computer, and Physical Sciences (Chemistry, Physics)—BSc Hons (Victoria) PhD (Cambridge)
- Johnson, Christopher, Associate Professor, Natural Resources and Environmental Studies—BSc (Victoria) MSc PhD (Northern British Columbia)
- Johnson, Susan, Assistant Professor, Nursing—BSc (Lincolnshire) PhD (Nottingham) RN
- Johnston, Suzanne, Adjunct Professor, Nursing—MSN (New Brunswick) PhD (Arizona) RN
- Jokinen, Nancy, Assistant Professor, Social Work—MSW (Lakehead) PhD (Calgary)
- Keahey, Deborah, Adjunct Professor, English—BA Hons (Manitoba) MA PhD (Michigan)
- Keen, Kevin, Associate Professor, Business Administration, Mathematical, Computer, and Physical Sciences (Mathematics)—BSc Hons (Simon Fraser) MSc (Montreal) PhD (Toronto)
- Keener, Lee, Professor, Mathematical, Computer, and Physical Sciences (Computer Science, Mathematics)—BA (Amherst College) MSc (Rensselaer Polytechnic) MSc (Oregon) PhD (Rensselaer Polytechnic)
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- Klepeter, Amy, Assistant Professor, Nursing—BA (Dartmouth) BScN (John Hopkins) MSc (Utah) RN
- Koehn, Corinne, Associate Professor, Education—BA MA (Victoria) PhD (Victoria) R. Psych
- Korkmaz, Elie, Professor, Mathematical, Computer, and Physical Sciences (Physics)—BSc (Lebanese) MSc PhD (Indiana)
- Kuo, Kuo-Hsing, Associate Professor, Northern Medical Program—MD (National Taiwan) MSc PhD (British Columbia)
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- Lavallee, Loraine, Assistant Professor, Natural Resources and Environmental Studies, Psychology—BA MA PhD (British Columbia)
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- Li, Jianbing, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry), Natural Resources and Environmental Studies—BAsc, MAsc (Wuhan) PhD (Regina)
- Lindgren, Staffan, Professor, Natural Resources and Environmental Studies—MPM PhD (Simon Fraser)
- MacLeod, Martha, Professor, Community Health Science, Nursing—BA MA (Toronto) PhD (Edinburgh) RN

Faculty

- MacMillan, Peter, Associate Professor, Community Health Science, Education—BSc Ed. Cert. MA (British Columbia) PhD (Alberta)
- MacPhail, Fiona, Professor, Gender Studies and Chair, Development Economics, and Co-chair International Studies—BA Hons MA (Guelph) MA (Sussex) PhD (Dalhousie)
- Madak, Paul, Professor, Education, Psychology—BA (St. Bonaventure) MA PhD (Manitoba)
- Maher, Patrick, Associate Professor, Natural Resources and Environmental Studies—BA Honours (Lakehead) PhD (Lincoln)
- Mandy, Margot, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry, Physics)—BSc Hons (Acadia) MSc PhD (Toronto)
- Mann, Patrick, Adjunct Professor, Mathematical, Computer, and Physical Sciences (Physics)—BSc (Western Ontario) MSc (Lakehead) PhD (Oxford)
- Manson, Donald, Adjunct Professor, Geography—BA (Dalhousie) MA (Northern British Columbia)
- Margolin, Indrani, Assistant Professor, Social Work—BA Hons (Guelph) MSW (Wilfrid Laurier) PhD (Toronto)
- Martel, Gordon, Professor Emeritus—BA Hons (Simon Fraser) MA (Tufts and Harvard) PhD (Toronto)
- Massicotte, Hugues, Professor, Natural Resources and Environmental Studies—BScA (Laval) MSc PhD (Guelph)
- Matsuba, Kyle, Adjunct Professor, Psychology—BSc (Toronto) BA MA PhD (British Columbia)
- McDonald, Jim, Associate Professor, First Nations Studies—BA Hons (Manitoba) MA (Alberta) PhD (British Columbia)
- McDonald, VernaLynn, Assistant Professor, Education—BA (Alberta) MEd (British Columbia) MA EdD (US International, San Diego)
- McGill, William, Professor, Natural Resources and Environmental Studies—BSA Hons MSc (Manitoba) PhD (Saskatchewan)
- Meletis, Zoe, Assistant Professor, Natural Resources and Environmental Studies—BA (McGill) MScPI (Toronto) PhD (Duke)
- Mellina, Eric, Adjunct Professor, Geography—BSc MSc (McGill) PhD (British Columbia)
- Menounos, Brian, Associate Professor, Natural Resources and Environmental Studies—BA MA (Colorado) PhD (British Columbia)
- Michalos, Alex, Professor Emeritus—BA (Western Reserve) MA BD PhD (Chicago)
- Michel, Paul, Adjunct Professor, First Nations—BA MEd (Simon Fraser)
- Mills, Antonia, Professor, First Nations Studies, Gender Studies, Interdisciplinary Studies—BA Hons PhD (Harvard)
- Morrison, William, Professor Emeritus—BA Hons MA (McMaster) PhD (Western)
- Murphy, Michael, Associate Professor and Canada Research Chair, Comparative Indigenous-State Relations, Natural Resource and Environmental Studies, Political Science—BA MA (Western Ontario) PhD (McGill)
- Murray, Brent, Associate Professor, Natural Resources and Environmental Studies—BSc MSc (Alberta) PhD (McMaster)
- Ng, Alex, Associate Professor, Business Administration—BSc (British Columbia) MBA (Guelph) PhD (Nova South Eastern)
- Nixon, Gregory, Assistant Professor, Education—BA (Alberta) MEd (Lethbridge) PhD (Louisiana State)
- Nolin, Catherine, Associate Professor, Gender Studies, International Studies, Natural Resources and Environmental Studies—BA (Calgary) MA PhD (Queen's)
- Nyce, Deanna, Adjunct Professor, First Nations—BEd MEd (British Columbia)
- Ogborn, Malcolm, Professor—BS MB (Adelaide) CRCP FRCP LMCC CMA PALS
- O'Neill, Linda, Assistant Professor, Education—BA MEd (Victoria) PhD (Victoria)
- Opio, Chris, Associate Professor, International Studies, Natural Resources and Environmental Studies—BScF (New Brunswick) MEDes (Calgary) PhD (Alberta)
- Orcherton, Dan, Adjunct Professor, Natural Resources and Environmental Studies—BA (Mount Royal) BSc (Alberta) MSc (CATIE) PhD (Pinar del Rio)
- Otter, Ken A., Associate Professor, Natural Resources and Environmental Studies—BSc (British Columbia) MSc PhD (Queen's)
- Owen, William, Associate Professor, Psychology—BSc Hons (Augustana University College) MA PhD (Saskatchewan)
- Owens, Philip, Associate Professor, Natural Resources and Environmental Studies, and Forest Renewal BC Endowed Chair in Landscape Ecology—BSc (Coventry) MSc (British Columbia) PhD (Exeter)
- Parker, Katherine, Professor, and Ian McTaggart Cowan Muskwa Kechika Research Professor, Natural Resources, Environmental Studies—BA MA PhD (Washington State)
- Parkes, Margot, Assistant Professor and Canada Research Chair in Health, Ecosystem and Society, Natural Resources and Environmental Studies, Community Health Science—MBCbB (Otago) MAS (Brussel) PhD (Otago)
- Payne, Geoffrey W., Associate Professor, Northern Medical Program—BSc, MSc PhD (Memorial)
- Peters, Heather, Associate Professor, Social Work—BA (Saskatchewan) BSW (British Columbia) MSW (Carleton)
- Pettersen, Jacqui, Adjunct Professor, Northern Medical Program—BSc MSc (Victoria) MD (Toronto)
- Petticrew, Ellen, Professor and Forest Renewal BC Endowed Chair in Landscape Ecology, Natural Resources and Environmental Studies—BSc Hons (Queen's) MSc (British Columbia) PhD (McGill)
- Pierce, Joanna, Assistant Professor, Social Work—BSW MSW (Northern British Columbia)

- Plourde, Guy, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry)—BSc (Quebec) MSc PhD (Manitoba)
- Poirier, Lisa, Assistant Professor, Natural Resources and Environmental Studies—BSc (Guelph) MPM PhD (SFU)
- Polajnar, Desanka, Adjunct Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—Dipl Ing (Belgrade) MSc (Southern California)
- Polajnar, Jernej, Associate Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—BSc MSc (Belgrade) PhD (Southern California)
- Prkachin, Glenda, Associate Professor, Psychology—BA Hons MA (Carleton) PhD (British Columbia)
- Prkachin, Kenneth, Professor, Community Health Science, Psychology—BA MA PhD (British Columbia) R. Psych
- Procter, Dennis, Assistant Professor, Education—BSc Hons (Canterbury) BEd (Calgary) Ed. Cert. MSc (British Columbia) PhD (Alberta)
- Rader, Stephen, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry)—BA (Swarthmore College) PhD (California, San Francisco)
- Rahemtulla, Farid, Assistant Professor—BA (Alberta) MA (Toronto) PhD (Simon Fraser)
- Regehr, Colleen, Adjunct Professor, Nursing—BScN (British Columbia) MSN (Athabasca)
- Reid, Matthew, Associate Professor, Mathematical, Computer, and Physical Sciences (Physics)—BSc (Northern British Columbia) MSc PhD (Alberta)
- Reimer, Kerry, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry)—BSc (British Columbia) MSc PhD (Simon Fraser)
- Romanets, Maryna, Associate Professor, English, Gender Studies—MA (Chernivtsi) PhD (Ukrainian) National Academy of Arts and Sciences) PhD (Saskatchewan)
- Rutherford, Michael, Associate Professor, Natural Resources and Environmental Studies—BSc Hons (British Columbia) PhD (Alberta)
- Ryan, Daniel, Associate Professor, Mathematical, Computer, and Physical Sciences (Mathematics)—BSc, MSc PhD (Guelph)
- Safaei Borojeny, Jalil, Associate Professor, Business Administration, Development Economics, International Studies—BA MA (Shiraz, Iran) PhD (Manitoba)
- Sanborn, Paul, Associate Professor, Natural Resources and Environmental Studies—BA (Western) MSc (Alberta) PhD (British Columbia)
- Sangha, Dave, Assistant Professor, Social Work—BA BSW MSW (British Columbia)
- Schmidt, Glen, Associate Professor, Social Work—BA BSW (Manitoba) MSW (British Columbia) PhD (Memorial)
- Schorcht, Blanca, Associate Professor, English, First Nations—BA MA PhD (British Columbia)
- Scott, Charles, Lecturer, Business Administration—BA (British Columbia) MA (Waterloo)
- Seidel, Andrew D., Professor, Natural Resources and Environmental Studies—BArch (Pratt) MA (Harvard) PhD (Michigan)
- Selby, Linda, Associate Professor, Education—BA (Massey) PhD (Curtin)
- Semple, Rhonda, Adjunct, Professor, Gender Studies—BSc (Calgary) BA Hons, MA (Alberta) PhD (Kings College, London)
- Shegelski, Mark, Professor, Mathematical, Computer, and Physical Sciences (Physics)—BSc Hons (Calgary) MSc PhD (British Columbia)
- Sherry, John, Assistant Professor, Education—BA (San Diego) MS PhD (Fordham)
- Shrimpton, Mark, Professor, Natural Resources and Environmental Studies—BSc (Victoria) MSc PhD (British Columbia)
- Shubair, Mamdouh, Assistant Professor, Community Health Science, Disability Management—BSc MSc PhD (Waterloo)
- Shultis, John, Associate Professor, Natural Resources and Environmental Studies—BSc Hons (Trent) PhD (Otago)
- Siakaluk, Paul D., Associate Professor, Psychology—BA Hons MSC (Calgary) PhD (Alberta)
- Skeates, Sue, Assistant Professor, Nursing—BHS (Open Learning) MAEd (St. Francis Xavier) MA (California College)
- Smith, Angèle, Associate Professor, Gender Studies—BA (Toronto) MA (McMaster) PhD (Massachusetts)
- Smith, Heather, Professor, Gender Studies, International Studies—BA (Alberta) MA PhD (Queen's)
- Stublely, Tammy, Assistant Professor, Social Work—BA (Cape Breton) BSW (Victoria) MSW (British Columbia)
- Sui, Jueyi, Associate Professor, Natural Resources and Environmental Studies—BEng MEng (Hefei) DrInu (Germany)
- Summerville, Tracy, Associate Professor Political Science, Natural Resources and Environmental Studies—BA Hons MA (Western) PhD (Laval)
- Swainger, Jonathan, Professor, History—BA (Lethbridge) MA (Calgary) PhD (Western)
- Tait, Robert, Professor, Psychology—BA MA (Queen's) PhD (Iowa)
- Tallman, Rick, Associate Professor, Business Administration—BSc (Manitoba) MBA (Toronto) PhD (Manitoba)
- Tang, Youmin, Professor and Canada Research Chair, Climate Prediction and Predictability, Natural Resources and Environmental Studies—BSc MSc (Nanjing) PhD (British Columbia)

Faculty

- Thring, Ron, Professor, Mathematical, Computer, and Physical Sciences (Chemistry), Natural Resources and Environmental Studies—BSc (Botswana and Swaziland) MAsc (Bradford UK) MSc (Saskatchewan) PhD (Sherbrooke)
- Tippett, William, Assistant Professor, Psychology—BA (Trent) MSc (Essex) PhD (York)
- Trancken, Si Chava, Associate Professor, Gender Studies, Social Work—BA BSW (Laurentian) MA PhD (Toronto)
- Ulrich, Cathy, Adjunct Professor, Nursing—BScN (Alberta) MSc (Northern British Columbia)
- Usman, Lantana, Associate Professor, Education—Ed. Cert. BEd MBA MEd (Ahmadu Bello) PhD (Alberta)
- Van Pelt, Linda, Assistant Professor, Nursing—Nursing Diploma (BCIT) BSN (Open University) BHS (TRU) MScN-FNP (Northern British Columbia)
- Wagner, Shannon, Associate Professor, Community Health Science, Disability Management—BA MSc PhD (Northern British Columbia)
- Walters, Samuel, Professor, Mathematical, Computer, and Physical Sciences (Mathematics)—MA PhD (Dalhousie)
- Wang, Baotai, Associate Professor, Business Administration, Development Economics, International Studies—BA MA (People's University of China) MA (Windsor) PhD (Dalhousie)
- Ward, Arlene, Adjunct Professor, Disability Management—BSc (British Columbia) MSc (Calgary)
- Wessell Lightfoot, Dana, Assistant Professor, Gender Studies, History—BA MA PhD (Toronto)
- Wheate, Roger, Associate Professor, Mathematical, Computer, and Physical Sciences (Computer Science), Natural Resources and Environmental Studies—BSc Hons (St Andrews) MA (Queen's) PhD (St Andrews)
- Whitcombe, Todd, Associate Professor, Mathematical, Computer, and Physical Sciences (Chemistry), Natural Resources and Environmental Studies—BSc Hons PhD (Victoria)
- Wilkening, Ken, Associate Professor, International Studies, Natural Resource and Environmental Studies—BA MS PhD (Wisconsin Madison)
- Wilkerson, Orland, Assistant Professor, Natural Resources and Environmental Studies—BA (Abilene) BSc PhD (Victoria)
- Wilson, Erin, Assistant Professor, Nursing—BSc (Manitoba) MSc (British Columbia)
- Wilson, Gary, Associate Professor, Political Science—BA (Carleton) MA PhD (Toronto)
- Winwood, Paul John, Adjunct Professor, Northern Medical Program—BSc (London) MB BS (London)
- Wright, Pamela, Associate Professor, Natural Resources and Environmental Studies—BSc, HBOR (Lakehead) MSc PhD (Ohio State)
- Yeulet, Kathleen, Adjunct Professor, Nursing—BScN (Victoria) MEd (Simon Fraser)
- Young, Jane, Assistant Professor, Natural Resources and Environmental Studies—BSc (York) MSc (Guelph) PhD (Toronto)
- Young, John, Associate Professor and Chair, Political Science—BA Hons (Alberta) MA (Carleton) PhD (Toronto)
- Zahir, Saif, Associate Professor, Mathematical, Computer, and Physical Sciences (Computer Science)—ME (Wisconsin) PhD (Pittsburgh)
- Zimmer, Lela, Assistant Professor, Community Health Science, Nursing—Dipl. Nursing (BCIT) BSN (Northern British Columbia) PhD (Alberta)

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University Librarian—Gohar Ashoughian, MLIS (Louisiana State), CLIS (Louisiana State)
Instructor/Data Librarian—Gail Curry, BSc Hons (McGill) MLS (British Columbia)
Catalogue Librarian—Eleanor Annis, BA (Lethbridge) MLIS (Western Ontario) MA (Leicester)
Web Services Librarian—James MacDonald, BA (Lethbridge) MLIS (Alberta)
Head, Archives and Special Collections—Ramona Rose, BA (Memorial) MMS (Toronto) MA (British Columbia)
Acquisitions Librarian—Heather Empey, BA (Augustana) MLIS (Alberta)
Northern Health Sciences Librarian—Trina Fyfe, BA (Waterloo) MSt (Toronto)
Manager, Access and Information Services—Nancy E. Black, BA (Waterloo) MLS (British Columbia)
Research and Learning Services Librarian—Kealin McCabe, BA (Wilfred Laurier) MLIS (Western Ontario)
Archivist, Access and Digital Initiatives Librarian—Erica Hernandez, BA MA (British Columbia)

Programs

Business Administration (MBA)

Business Administration (MSc)

Community Health Science (MSc)

Development Economics (MA)

Disability Management (MA)

Education (MEd):

- Counselling
- Multidisciplinary Leadership
- Special Education

English (MA)

First Nations Studies (MA)

Gender Studies (MA)

History (MA)

Interdisciplinary Studies (MA, MSc)

International Studies (MA):

- Global Environmental Policy
- International Development
- Regional Relations

Mathematical, Computer, and Physical Sciences (MSc):

- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources and Environmental Studies (MA):

- Environmental Studies
- Geography
- Tourism

Natural Resources and Environmental Studies (MNRES)

Natural Resources and Environmental Studies (MSc):

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation and Tourism Management

Natural Resources and Environmental Studies (PhD)

Nursing (MScN, MScN:FNP)

Political Science (MA)

Psychology (MSc, PhD)

Social Work (MSW)

Services and Facilities

Introduction

UNBC is a student-centered university committed to providing students with high quality services. On the Prince George campus, student service operations (Office of the Registrar, Student Success and Enrolment Management, Student Recruitment and Student Advising, and First Nations Programs) are located on Telus Student Services Street, a high profile area in the Agora. Most university services are available to students at a distance through our Regional Campuses. Many on-site services are provided through co-operative arrangements with the three northern colleges. In this way, UNBC students are provided with the convenience of one-stop shopping for a variety of student services.

UNBC provides a wide variety of services to support the intellectual, personal, physical, cultural, spiritual and professional development of students at the University. Students will find a welcoming, supportive environment, based on mutual respect and a shared commitment to the ideals of the University of Northern British Columbia.

Alumni Association

The Alumni Association of UNBC is composed of graduates of the University of Northern British Columbia. All UNBC graduates automatically become members of the Association upon their graduation.

The Alumni Association aims to create a strong and engaged alumni community who maintain a lifelong bond with UNBC and the North. We are ambassadors of the University and celebrate the accomplishments of our members and UNBC. We also seek to provide services and benefits for the advantage of all UNBC alumni.

For additional information, please contact us by telephone at 250-960-5873, toll free at 1-866-937-8622, or by email at alumni@unbc.ca. You can also visit our website at www.unbc.ca/alumni.

Bookstore

The Bookstore's primary role is to stock all course materials for all classes taught on all UNBC campuses. The store carries a wide variety of school supplies; many are made from recycled products. Academic pricing is available to students on many software products. The bookstore is the logo headquarters for UNBC. A great selection of clothing, giftware and backpacks is always available. Visit our website www.bookstore.unbc.ca.

Childcare Society

UNBC Childcare Society provides care for children ages 18 months to five years, serving students, faculty, staff and community users. The childcare complex houses three centres: Porcupine Pals (three to five daycare centre), Cub's Corner (toddler daycare centre), and Raven's Nest (preschool and part-time daycare). The daycare manager can be contacted at 250-960-5720 or email daycare@unbc.ca. For more information please visit the Society website at www.unbc.ca/daycare/.

Computer Help Desk

Student Help Desk is available at 250-960-5321 or 1-866-960-5321 or email labsupport@unbc.ca for all student inquiries.

Continuing Studies

Continuing Studies is an integral contributor, and a vital partner, in the learning environment at UNBC. Its vision is to sustain a culture of lifelong learning at the University. Continuing Studies has a professional commitment to contribute collaboratively with all of the University's Academic Programs, and to both lead and serve the community by staying responsive to the needs of the North.

Continuing Studies courses are designed to meet the needs of professional development and/or personal interest. Certain Continuing Studies courses are clearly designated as potentially earning academic credit at UNBC. Credit earned in this manner is unspecified, and is treated as elective credit hours. University admission requirements do not apply to these courses, and students are advised that they will be registered for them on a credit basis unless they direct otherwise at the beginning of the course. Unless otherwise designated, credits earned in this manner are recorded on a Pass basis upon successful completion. Unsuccessful attempts are not recorded. Whether taken for-credit or not-for-credit, the content and requirements of these courses are the same. Continuing Studies also offers certain UNBC academic courses on an extension basis. Permission to attempt these courses is arranged directly with Continuing Studies and does not constitute general admission to University studies.

For more information, please see the Continuing Studies course catalogue, or visit Continuing Studies online at www.unbc.ca/continuingstudies.

Copy Services

The Copy Centre offers a wide variety of print, copy, binding and layout services. Located in the Agora between Food Services and the Bookstore. Hours of operation are Monday to Friday 8:30 am to 4:30 pm. Documents may also be emailed to copyservices@unbc.ca.

Coin copiers are located in the Bentley Centre/and the Library (main and second floors). Copiers are serviced by the Copy Centre. Contact Copy Services at 250-960-6464.

Services and Facilities

Cornerstore

The Cornerstore is the main convenience store on campus and is open evenings and weekends. You will find a large variety of hot and cold snacks, fresh local baked goods and salads, fruit and grocery items. Only Fair Trade coffee is served. Cups are biodegradable. Bring your own cup and save! Microwaves are available for anyone packing a lunch.

Finance Office

The Finance Office is responsible for all administrative activities of a financial nature at UNBC. Those responsibilities with a direct impact on student life include student fee assessment and collection, disbursement of all cheques including scholarship and bursary cheques, payroll for teaching assistantships and all student jobs, and administration of research grants and fellowship income for all faculty and students. For further information, visit our website at www.unbc.ca/finance_dept.

First Nations Centre

UNBC is located in the territories of 16 Tribal Councils and over 78 bands, and is proud to work in partnership with these groups. The University offers a rich program of courses, degree programs, opportunities for research and community service with First Nations throughout the north, drawing scholars from around the world to learn with us. There will be a variety of opportunities available to those who wish to learn from and about the First Nations of the north, including the First Nations Studies program courses in languages, cultures, and contemporary issues, internships with First Nations organizations, and community-based research projects. UNBC has established partnerships with several First Nations where these opportunities are available, and is developing exchange relationships with other Canadian institutions that offer First Nations programs as well as with international universities with opportunities in the area of world indigenous peoples. Programs are available at both the undergraduate and graduate levels.

The First Nations Centre specializes in services to First Nations students and is open to all UNBC students. This centre provides a culturally supportive environment where leadership, spiritual growth and academic excellence are fostered. The First Nations Centre is available for gatherings, events and activities that are related to the interests of First Nations students. The array of services include: an aboriginal student association, visiting Elders, personal counselling, admissions advocacy, peer counselling, helping circle, and a lively program of speakers and cultural activities.

Food Services

The University has three food outlets on the main campus: the Agora Food Court, Stackers Deli and Tim Hortons.

The Agora Food Court offers cafeteria style services with a dining hall setting, appealing to both light and hearty appetites, and offer made to order and "On the Go" selections.

Located in the Agora Wintergarden, Tim Hortons provides a range of beverages (coffee, iced cappuccino, hot cappuccino, tea, juices, and pop), as well as a selection of breakfast and snack items such as muffins, bagels with cream cheese, donuts, croissants and tea biscuits.

Stackers Deli, located next to Tim Hortons in the Agora Wintergarden, offers custom made sandwiches and wraps with a choice of specialty breads and toppings. Chili, stew, fresh salad, grilled sandwiches and personal pizzas are also featured.

For additional information, please visit the Food Services' website at www.unbc.ca/foodservices.

Geoffrey R. Weller Library

The Geoffrey R. Weller Library collects and provides access to information resources in support of the University's academic programs. The Library is open seven days a week during the September and January Semesters and is closed on all holidays observed by the University. Reference Desk staff offer support to assist students in optimizing their use of library resources. The Library's online public access catalogue can be accessed through its website at www.library.unbc.ca.

The Library's collection consists of over 200,000 books, 709 print journal subscriptions, over 5000 audiovisuals, and almost 1.5 million microforms. The Library also offers access to over 45,000 full-text e-journals. Noteworthy resources include an extensive collection of electronic bibliographical and full-text databases, numeric data files, and electronic reference materials; a selection of important microform collections, including newspapers, retrospective journals, Statistics Canada and other government publications, and ERIC (Educational Resources Information Center) documents; and primary documents available through the Canadian Institute of Historical Micro-Reproductions (CIHM), Early Canadiana Online, and Gerritsen collections.

UNBC students have timely access to items in other library collections through the Library's Interlibrary Loan service. Instructions for placing interlibrary loan requests are available on the Library's website.

The Library offers an intensive instruction program aimed at developing students' research skills. This instruction is accomplished through online help pages, individual assistance at the Reference Desk, and class sessions booked by faculty.

For more information about library resources and services, please visit the Library's website at www.library.unbc.ca. Contact the Reference Desk (250-960-6475) for research assistance or the Circulation Desk (250-960-6613) for questions related to borrowing materials. Regional students should familiarize themselves with the Distance Library Services pages at <http://lib.unbc.ca/pages/services/regional/>.

The Northern British Columbia Archives and Special Collections is an administrative unit of the Geoffrey R. Weller Library and is located on the 4th floor of the Library Building. The Northern B.C. Archives houses materials related to the institutional history of UNBC and the history

and culture of Northern British Columbia. The Archives also houses rare book collections and maintains the University's artwork and artifact collections. Contact the Archives at 250-960-6603, 250-960-6602, or archives@unbc.ca.

International Exchange and Student Programs Office

The University of Northern British Columbia considers itself to be an active participant in the global community. Its commitment to international education is reflected in the teaching, research and service missions of the institution. UNBC will endeavour to assist students and faculty in broadening their exposure to other countries and societies. Toward this end, the University has established a series of academic exchange programs with a number of partner institutions around the world. These academic exchange programs allow students and faculty the opportunity to study or conduct research in other countries for a specified period of time. Full details regarding the opportunities to participate in these exchange programs can be obtained from the International Exchange and Student Programs office (www.unbc.ca/international).

International Students

The University of Northern British Columbia welcomes applications from qualified students from other countries. International students can make an important contribution to UNBC's global outlook by sharing their perspectives in classes and participating in campus activities.

The International Exchange and Student Programs Office provides services to international students and assists them with their integration into campus and community life. Orientation services, international student handbooks, information on immigration regulations and opportunities for social and cultural involvement are available through this office located on Student Services Street.

Northern British Columbia Graduate Students' Society
The Northern British Columbia Graduate Students' Society (NBCGSS) exists to serve the interests of the graduate student population of UNBC. The main office of the society is next to the Bentley Centre on the Prince George campus. It is staffed by a part-time office manager. Operated mainly by volunteers, the society represents the concerns of graduate students in a number of ways. NBCGSS representatives facilitate communication between graduate students and the administration and faculty, monitor changes in university policy that affect graduate students, act as advocates for those with university-centred problems, distribute graduate-relevant information, and provide basic amenities to our on-campus members, such as graduate-only computer labs, office space, and a lounge area for socializing. Representatives also organize social and sporting events both on and off campus. For more information on the NBCGSS and its activities and resources, please call (250) 960-5671, e-mail gssoffice@unbc.ca or consult the website at web.unbc.ca/grads.

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Parking

There are three main lots available for parking on campus. All vehicles must be parked in one of the designated parking lots. Parking spaces that provide close and easy access to campus entrances have been designated for persons with disabilities.

Annual, by semester, or visitor permits are available.

All parking lots have ticket stub dispensers that accept quarters, dollar and two dollar coins. A valid parking permit or ticket stub must be clearly displayed. Vehicles not clearly displaying a valid parking permit or ticket stub will be subject to a parking citation and/or vehicle immobilization or towing without warning at the owner's expense and risk.

The University assumes no liability for damage to or theft from vehicles parked on campus. However, you can help Campus Security and yourself by locking valuables in the trunk and ensuring your car is locked. Report any damage or theft from your vehicle to Campus Security.

Help lines, connecting the caller to Security, are installed in several locations. Campus Security provides an escort service to and from the parking lots for students, staff and faculty.

Regional Operations

UNBC is mandated to serve all of British Columbia with a special commitment to northern BC.

Regional Operations is responsible for the development and delivery of degree programs, courses and services to students at campuses throughout the UNBC region.

Services and Facilities

A network of regional service is growing and will continue to develop over the life of the University. At present the University maintains three regional campuses to serve the Northwest, Peace River-Liard, and the South-Central regions. These offices provide program development, support to faculty, liaison with the local colleges, and assistance to students.

Full degree completion in a limited number of program areas, including graduate degrees, is available at all UNBC regional campuses. The programs vary from region to region and are offered through a combination of face to face instruction and distance delivery. The University maintains an federation agreement with the Wilp Wilxo'oskwhl Nisga'a. The WWN offers course work, centered in the Nass Valley, leading to a Bachelor of Arts and/or Certificates in Nisga'a Studies.

Students who plan to study at one of the regional campuses, or who plan to relocate in order to study at any UNBC Regional campus, should contact the appropriate campus for information and assistance. See inside back cover for contact information.

There are different services and opportunities at each of the campuses. Food services, parking, student activities, and many of the other services available to Prince George students are processed differently dependent upon location. Full information can be obtained through UNBC Regional Campuses.

Registrar, Office of

The Office of the Registrar is involved in many aspects of a student's academic life including admissions, course and exam scheduling, course registration, Convocation and transcripts. In addition to admitting and enrolling students, and tracking student progress, the Office of the Registrar's professional staff is responsible for producing the academic calendars, enforcing academic policies and procedures, and much more.

Research and Graduate Programs, Office of

The Office of Research and Graduate Programs serves the UNBC research and graduate student community and works to enhance UNBC's research intensity.

The Office provides support for the preparation of research proposals by faculty members, the preparation of institutional research proposals, assistance with reporting to funding agencies, and liaison with organizations external to UNBC including government entities, private-sector companies and community organizations.

The Office is responsible for the administration of graduate educational requirements and provides support for many fellowship and scholarship programs, graduate thesis/project defenses, graduate student and program related issues.

Visit our website at www.unbc.ca/graduateprograms for more information.

Security

Security provides a highly visible 24-hour security service, which includes escorting students, staff and faculty to and from the parking lots and residences, and emergency first-aid.

Student Advising

Student Advising is available at UNBC. Services include assistance with course selection and planning, transfer credits, GPA calculation, policies and regulations, graduation, and various student support services. For more information, please contact the Student Recruitment and Advising Centre at (250) 960-6340 or visit www.unbc.ca/advising.

Student Success

The primary goal of Student Success is to ensure that the needs of students are given top priority within the institution and that the University provides the necessary services to foster student success. Student Success includes the Wellness Centre, Orientation Programs, Student Recruitment and Student Advising, Student Career Centre, Awards and Financial Aid, Housing and Student Life, International Exchange, and Student Programs.

Academic Success Centre

The Academic Success Centre is committed to supporting and enhancing student learning and to providing the skills students will need to become life-long learners. Through collaborative partnerships, we provide services and resources that empower students to take responsibility for their own learning. We offer one-to-one tutoring in writing, study skills, math/stats, physics, and technology; tailored workshops; web information; print and audio-visual resources; and the Supplemental Instruction program. For more information, visit our website at www.unbc.ca/asc.

Access Resource Centre

The University of Northern British Columbia encourages academically qualified persons with disabilities to apply for admission to its programs. A variety of services are available to meet the needs of students with documented disabilities. These services enable students with disabilities to access the University facilities and to take part in the available programs.

Students with disabilities are encourage to contact the Access Resource Centre as soon as possible to discuss academic accommodations. There are four general steps required for processing accommodation requests:

- Request for Accommodation
- Provision of Appropriate Documentation
- General Needs Assessment; and
- Decision and Implementation

As these steps should be completed well before classes commence, the University encourages students seeking accommodation to contact the Access Resource Centre in a timely manner, normally 3 months prior to first semester of enrolment.

If special transportation needs or extensive physical modifications are anticipated, the student should meet with the Instructor(s), the Access Resource Centre and Director of Facilities six months in advance of the semester of registration to permit reasonable planning time.

If accommodation requires the acquisition of special or additional resources not regularly available within the University, it is recommended that six months advance notice be given in order for the University to assess the accommodation request. The Access Resource Centre will provide information on the academic accommodation resources that are currently available on campus. Information on UNBC's disability-related policy, procedures and services is available on the Access Resource Centre website at www.unbc.ca/arc

Athletics and Recreation

Athletics

UNBC is a member of the British Columbia Colleges' Athletic Association (BCCAA).

Men's and women's basketball and men's and women's soccer compete in the BCCAA schedule which leads to provincial and national championships.

All new and returning students are encouraged to take an active role in UNBC Athletics, whether it's through participating on varsity teams or providing spectator support during home games.

Recreation

Your student fees are your membership to the Northern Sport Centre and the fitness areas within this campus facility.

Intramural leagues operate during the September to December and January to April semesters. These generally include soccer, basketball and volleyball. Drop-in badminton is also available.

For further information please visit our website, www.unbc.ca/athletics or call 250-960-6358.

Awards and Financial Aid

UNBC's Awards and Financial Aid Office is committed to making students aware of the financial assistance available to them to help fund their post-secondary education. The Centre provides information concerning scholarships and bursaries, government student loans, Canada Study Grants, and other forms of financial assistance. The Office is located on Student Services Street on the Prince George campus. Service is also available through Regional Offices.

For more information on financial assistance, visit the website at www.unbc.ca/finaid.

Student Career Centre

The Student Career Centre helps UNBC students and recent grads find careers related to their degree. The centre assists with developing strategies and techniques that enhance the marketability of UNBC students and alumni locally, regionally, nationally, and internationally. The Student Career Centre offers assistance with career planning, resume and cover letter development, interview and presentation skills, portfolio development, and access to job postings through our website.

The Student Career Centre connects students and alumni with recruiting employers through our online job board, Fall Career Fair NorthWorks, and Employer Information Sessions. Additionally, the Student Career Centre administers the Co-op Education Program and is the main campus contact point for employers.

Student Career Centre, Agora 7-728
Tel: (250) 960-6426 • Fax: (250) 960-6065
www.unbc.ca/careercentre

UNBC encourages students to explore their career options and prepare for the job market. Visit the Student Career Centre, located on Student Services Street. Information sessions are available for individuals who are uncertain about their career directions. Résumé-writing and interviewing workshops are also offered as a part of a UNBC education, annual Career Fairs are held every March and October.

Charles Jago Northern Sport Centre

The Northern Sport Centre is a 145,150 square foot facility that sits at the entrance of the UNBC campus. From fitness memberships to rental space for minor sport groups, to training opportunities for high-performance athletes, the NSC brings together fitness and sport development.

Two strength rooms include free weights and work stations. A mirrored studio is available for a wide range of drop-in and registered fitness classes for everyone. The elevated 280m indoor track is your cardio connection, with equipment including spin bikes and treadmills strategically located around the rubberized track. There are also two squash courts and a meeting room.

Whether playing basketball, volleyball, gymnastics, badminton or hosting a special event, the gymnasium provides plenty of opportunities. Three full-size side-by-side basketball courts span the maple hardwood floor.

Soccer, anyone? How about rugby, football, lacrosse, baseball or Ultimate? The NSC field house features two 190' x 90' fields on FIFA sanctioned Polytan artificial turf under a 40-foot ceiling.

Please call 250-960-6366 for more information on memberships, facility rentals, and activities at the NSC.

Interfaith Campus Chaplaincy

The Interfaith Campus Chaplaincy is a team of chaplains representing a variety of faith groups. Its purpose is to provide spiritual resource services to students, faculty and staff. The Chaplain's role is to assist in providing spiritual support, education and care. As a resource to the University, the Chaplaincy acts as a bridge for all faith groups seeking to be active on campus. The Chapel is located in the Agora.

UNBC Identification Card

Every student, faculty or staff member at the University of Northern British Columbia receives an official identification card. The card shows the name, identification number, and photograph of the cardholder, and grants borrowing privileges at the Library.

Wellness Centre

The Wellness Centre team includes Counselling Services, Health Services and Wellness Programs. We seek to support UNBC students in achieving their academic goals by providing opportunities to develop and maintain a healthy lifestyle. We provide a range of services including: professional counselling, professional health care, wellness events, wellness education and consultation and training for students, staff and faculty.

Counselling Services

Professional counsellors provide a confidential and discrete atmosphere in which students can discuss any topic or situation of concern. Professional counsellors are trained to help students make real and lasting changes in their lives. Students can obtain a full range of counselling services from education and support to psychotherapy and psychiatry.

- Individual and Group Personal Counselling
- Individual Career Counselling
- Crisis Response
- Psychiatric Clinic
- Consultation Workshops and Training

Health Services

The staff at Health Services are committed to providing support for students around health issues; managing short and longer term illness or health problems, managing healthy lifestyles, and identifying other health resources according to need. Some of the services provided through Health Services include:

- Nurse Services
- Physician Clinics
- Diabetes Needle Drop Off
- Health Assessment Clinics
- Infectious Disease Clinics
- Health Education

University Housing and Residence Life

Housing and Residence Life, located in the lower level of Neyoh Residence, is responsible for the on-campus residences.

On-Campus Housing

UNBC Residences offers reasonably priced apartment style accommodations that are clean, comfortable, safe and convenient for single university students. On campus housing offers a comprehensive Residence Life Program which further promotes and enhances the overall educational experience and academic success of students.

There are two separate buildings, Neyoh (our home) and Keyoh (our community), each residence accommodates 270 students in a combination of two and four bedroom apartments. The kitchen in each apartment includes a full size range and refrigerator; the large common area is furnished with a sofa, a coffee table and a dining table with four chairs. The bedrooms are fully furnished with a captain style single bed (drawers underneath), bookshelf, desk, chair, and outlets for computer, cable and phone. Internet, TV and local phone service are provided and included in the rent.

It is important to apply for admission to residence early since demand for on-campus housing is high. Applications for the coming fall semester can be submitted at any time through our on-line application process at www.unbc.ca/housing. Application processing will begin in January and confirmation of acceptance is conditional to admission to the University as a full time student. For more detailed information please visit our website at www.unbc.ca/housing/ and select appropriate links.

Hours of Operation

The following hours of operation are for offices only. Classes are offered Monday to Saturday. Course schedules will be available prior to the commencement of each semester.

Some units, such as the Library, may be open beyond the hours listed below. Extended hours will be posted in advance. All times listed are in Pacific Standard Time (PST), except where specified.

Holidays

The University is closed on the following holidays. Specific dates of closure are noted in the Semester dates section of this calendar.

New Year's Day	January
Family Day	February
Good Friday	March or April
Easter Monday	March or April
Victoria Day	May
Canada Day	July
BC Day	August
Labour Day	September
Thanksgiving Day	October
Remembrance Day	November
Christmas Day	December
Boxing Day	December

Emergency Closures

In the event of severe weather or other unforeseen emergencies, the University may be closed. Please tune in your local radio station for up-to-the-minute details concerning closures or visit www.unbc.ca.

The hours of operation for the following services are for fall and winter hours (September and January semester). Contact these services to inquire about summer hours (May semester).

Access Resource Centre

Monday to Friday 8:30 am - 4:30 pm

Bookstore

Monday to Friday 9 am - 4:30 pm

Cashier's Office

Monday to Friday 9 am - 4 pm

Charles Jago Northern Sport Centre

Monday to Friday 5:30 am - 11 pm

Saturday and Sunday 5:30 am - 10 pm

Holidays 9 am - 5 pm

Corner Store

Monday to Thursday 9 am - 8:30 pm

Friday 9 am - 7 pm

Saturday 11 am - 4 pm

Sunday 11:30 am - 6 pm

Educational Media Services

Monday to Friday 8:30 am - 9 pm

Saturday 12 pm - 4 pm

Finance

Monday to Friday 8:30 am - 12 pm; 1 pm - 4:30 pm

First Nations Centre

Monday to Friday 8:30 am - 4:30 pm

Food Court

Monday to Thursday 7:30 am - 6 pm

Friday 7:30 am - 3 pm

Food for Thought

September to April 8:30 am - 4 pm

Monday to Friday

International Exchange and Student Programs

Monday to Friday 8:30 am - 4:30 pm

NUGSS—Northern Undergraduate Student Society

Monday to Friday 9 am - 4 pm

Registrar's Office

Monday to Friday 9 am - 4 pm

Stackers Deli

Monday to Friday 11 am - 8:30 pm

Student Recruitment and Advising Centre

Monday, Tuesday, Thursday, Friday 8:30 am - 4 pm

Wednesday 9:30 am - 4:30 pm

contact us for extended hours during add/drop period

Tim Hortons

Monday to Friday 7:30 am - 8:30 pm

Saturday and Sunday 8:30 am - 3:30 pm

Please visit the Food Services web site at www.unbc.ca/foodservices/ for more details and any changes to the hours of operation.

Regional Campuses

UNBC Terrace Campus

Monday to Friday 9 am - 4 pm (open during lunch hour)

UNBC Fort St. John Campus

Monday to Friday 8:30 am - 4:30 pm

Closed from 12 pm - 1 pm (Mountain Standard Time)

UNBC Quesnel Campus

Monday to Friday 8:30 am - 4:30 pm

Closed from 12:30 pm - 1:30 pm

UNBC Prince Rupert Campus

Monday to Thursday 8:30 am - 4 pm

Closed from 12 pm - 1 pm

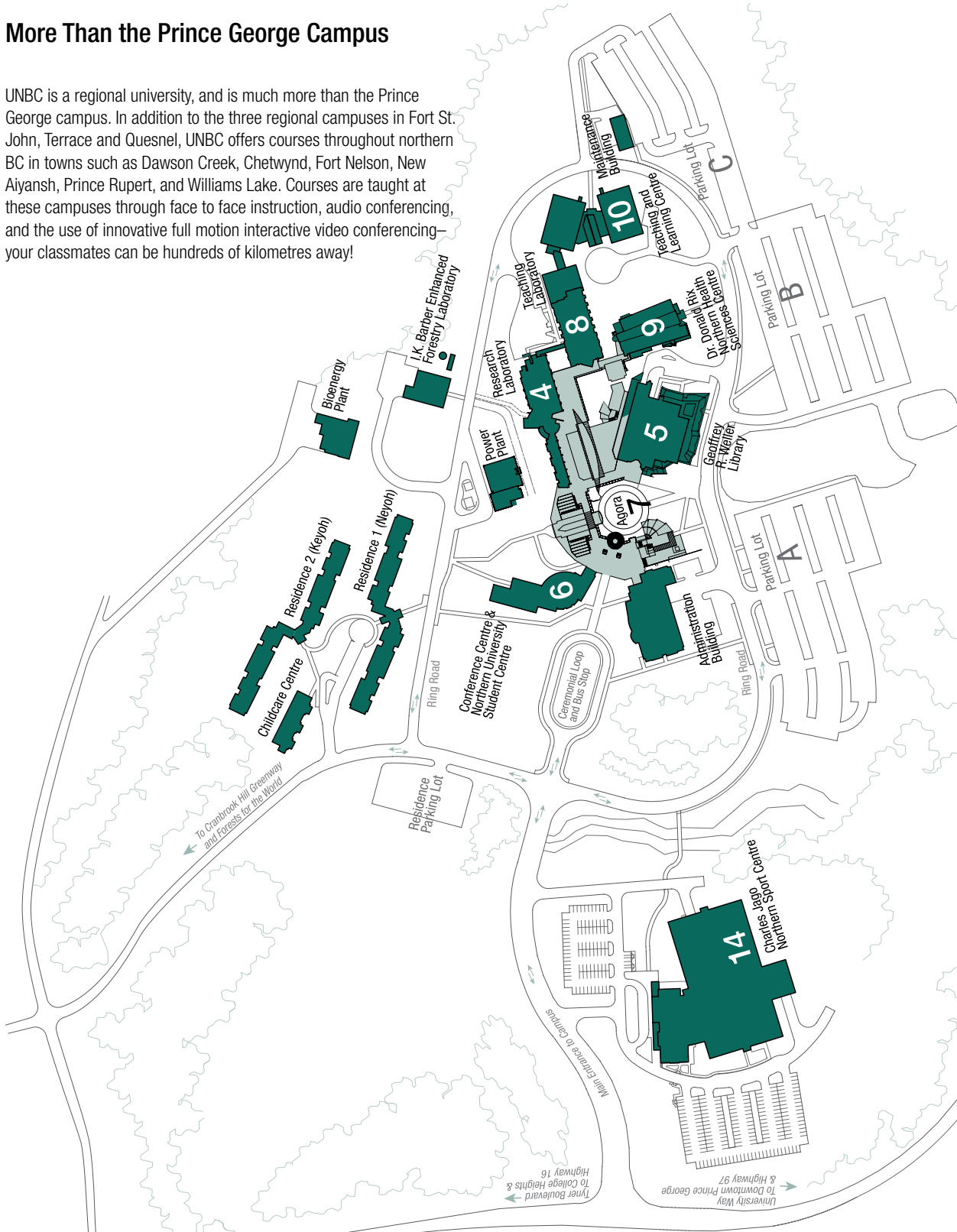
UNBC Wilp Wilxo'oskwhl Nisga'a Affiliate Campus

Monday to Friday 8:30 am - 4 pm (open during lunch hour)

Prince George Campus Overview

More Than the Prince George Campus

UNBC is a regional university, and is much more than the Prince George campus. In addition to the three regional campuses in Fort St. John, Terrace and Quesnel, UNBC offers courses throughout northern BC in towns such as Dawson Creek, Chetwynd, Fort Nelson, New Aiyansh, Prince Rupert, and Williams Lake. Courses are taught at these campuses through face to face instruction, audio conferencing, and the use of innovative full motion interactive video conferencing—your classmates can be hundreds of kilometres away!

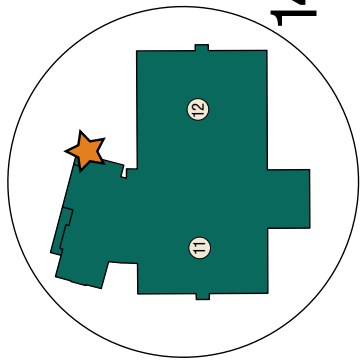
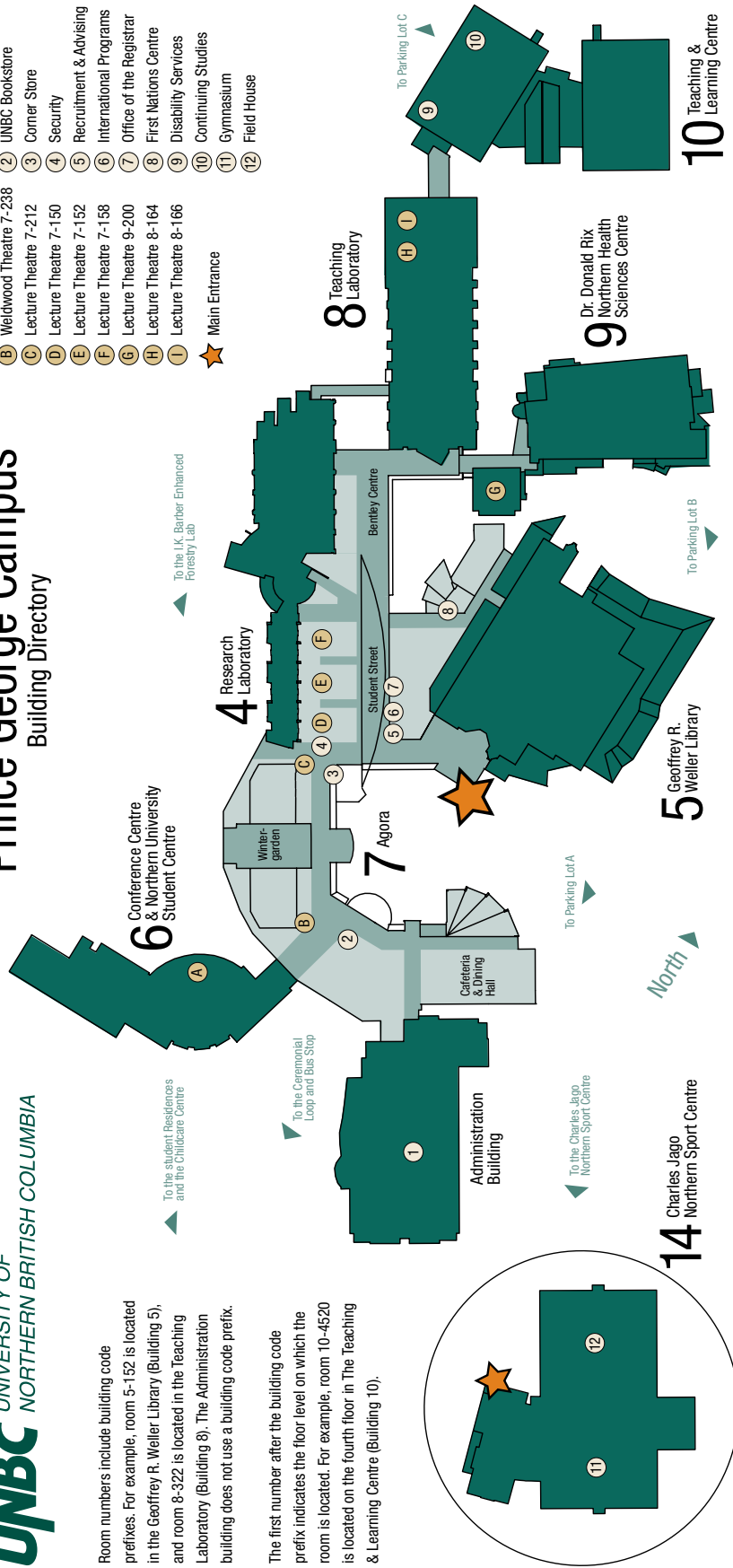


Prince George Campus Building Directory

Room numbers include building code prefixes. For example, room 5-152 is located in the Geoffrey R. Weller Library (Building 5), and room 8-322 is located in the Teaching Laboratory (Building 8). The Administration Building does not use a building code prefix.

The first number after the building code prefix indicates the floor level on which the room is located. For example, room 10-4520 is located on the fourth floor in the Teaching & Learning Centre (Building 10).

- 1 Human Resources
 - 2 UNBC Bookstore
 - 3 Corner Store
 - 4 Security
 - 5 Recruitment & Advising
 - 6 International Programs
 - 7 Office of the Registrar
 - 8 First Nations Centre
 - 9 Disability Services
 - 10 Continuing Studies
 - 11 Gymnasium
 - 12 Field House
- A Canfor Theatre
 - B Wildwood Theatre 7-238
 - C Lecture Theatre 7-212
 - D Lecture Theatre 7-150
 - E Lecture Theatre 7-152
 - F Lecture Theatre 7-158
 - G Lecture Theatre 9-200
 - H Lecture Theatre 8-164
 - I Lecture Theatre 8-166
 - ★ Main Entrance



Revised November 2006

Fees

Graduate

Graduate Tuition Fee Units are established by the Board of Governors of the University of Northern British Columbia at its March meeting. Tuition changes take effect at the beginning of the September Term. In the event of a discrepancy between the present information and official documentation from the Board, the official documentation from the Board will take precedence. The fees presented here are for 2012-2013.

Note: Students who complete their graduation requirements early are required to pay the minimum tuition fee units.

Tuition Fee Units for Full-Time Master's Students

The full-time Basic Tuition Fee Unit is \$1,463.88 per semester for Canadian Citizens, permanent residents, and international students, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$1,856.99
Master of Education	\$1,999.83
Master of Science in Community Health Science	\$1,856.99
Master of Science in Nursing	\$1,856.99
Master of Social Work	\$1,714.14

The minimum fee for the Master's degree is six full-time tuition fee units.

Tuition Fee Units for Part-Time Master's Students

The part-time Basic Tuition Fee Unit is \$773.76 per semester for Canadian citizens, permanent residents, and international students, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$ 974.91
Master of Education	\$1,049.92
Master of Science in Community Health Science	\$ 974.91
Master of Science in Nursing	\$ 974.91
Master of Social Work	\$ 899.93

The minimum fee for the Master's degree is twelve part-time tuition fee units.

Program Fees for Full-Time MBA

Program Fees

Year One of the MBA **\$20,270.94**
*payable in 3 installments: \$6,756.98 within 30 days of offer of admission & \$6,756.98 per subsequent semester payable on the first day of classes.

Year Two of the MBA **\$13,513.96**
*payable over 2 semesters @ \$6,756.98 per semester payable the first day of classes.

The program fees do not include UNBC student fees, costs of textbooks, accommodation and transportation. Please refer to the UNBC Graduate Studies website (www.unbc.ca/graduateprograms/) for more information on student fees.

A student who withdraws from the MBA Program after the one-week off-campus session in August will have \$2,000 withheld to cover the costs of that session.

For information regarding continuation fees, please see "Tuition Fee Units for Continuing Students".

Tuition Fee Units for Full-Time PhD Students

The full-time Basic Tuition Fee Unit is \$1,463.88 per semester for Canadian citizens, permanent residents, and international students. All PhD students entering a doctoral program for the first time are eligible for a Doctoral Tuition Scholarship for up to four years.

The minimum fee for the Doctoral degree is nine full-time tuition fee units. Doctoral programs are not available on a part-time basis. See Section 7.1.6

Fees for Undergraduate Courses

Graduate students taking undergraduate courses will be charged on a per credit hour basis for those courses. The Tuition Fee Unit Payment Schedule noted above does not include graduate or undergraduate courses taken as extra to the degree.

Tuition Fee Units for Continuing Students

Master's students who extend their studies beyond two years (or beyond four years if enrolled part-time) or Doctoral students who extend their studies beyond three years must pay a continuing registration fee of \$515.54 per semester.

For graduate students enrolled in the MBA program, a \$1,104.08 continuation fee will be charged according to the regulations for graduate programs should the period of study extend beyond five semesters.

Fee for Time Extensions

Students permitted to register on a time extension beyond the maximum specified in the General Regulations of the Calendar are required to pay the full-time Tuition Fee Unit applicable to their Program for each semester of registration.

Non-Degree Graduate Students

Non-degree graduate students are charged \$814.23 for each course attempted.

Audit Fees for Degree and Non-Degree Graduate Students

Full-time and part-time graduate (degree) students auditing undergraduate courses will be charged the same per-credit-hour fee as part-time undergraduate students.

Graduate (degree) students who audit courses at the graduate or undergraduate level are responsible for all applicable course fees (e.g. field trip fees). Ancillary fees are included in the student's full- or part-time graduate program tuition fee units.

Non-degree students as defined in Section 1.5 will be charged \$407.12 (half of the cost of taking one course as a non-degree student) for auditing any three-credit hour course. They are responsible for all applicable ancillary and individual course fees.

Additional Semester Fees

Student Service fee	\$40.00 per semester
Student Society fee	\$33.33 per semester
Student ID Card fee	\$2.00 per semester
Intramural Recreation & Fitness fee (Prince George students only)	\$55.00 per semester
PGPIRG fee	\$4.00 per semester
Late Registration fee (if applicable)	\$100.00 per semester
NBCGSS Health & Dental Plan fee (Prince George campus only)	\$315.00 per semester
UPASS (PG only)	\$54.00 per semester

Miscellaneous Fees

Application fee-domestic transcripts	\$75.00*
*to accompany application for admission if all post secondary transcripts come from institutions within Canada (non-refundable)	
Application fee-international transcripts	\$150.00*
*to accompany application for admission (non-refundable)	
Application fee-domestic/international MBA Program	\$100.00*
* to accompany application for admission (non- refundable)	
Re-Application fee	\$100.00
Medical Insurance for International Students	\$148.00*
*per 3-month period (please refer to the following section on Medical Insurance for International Students)	
Graduation fee	\$40.00*
*per application for all graduating students (one-time, non-refundable)	
Student ID Card Replacement	\$15.00 per lost card
Thesis/Dissertation Registration fee	\$48.00*
*(Library and Archives Canada fee for inclusion in LAC Database and Dissertation Abstracts-per thesis submitted)	
Thesis Bookbinding fee	\$34.00*
*per bound copy (tax included)	
Official Transcript fee	\$10.00*
*per official transcript	
Calendar fee	\$3.00*
*not applicable to new applicants if sent with registration package.	
NSF charge	\$15.00*
*on returned cheques	

Fees

Parking Fees

Daily	\$0.50 per 1.5 hours
Semester Permit * plus taxes	\$160.00*
Annual Permit * plus taxes	\$480.00*
Carpool permit * per month plus taxes (for details see Parking Services)	\$25.00*

Residence Fees**

Application fee	\$25.00 (non-refundable)
Confirmation fee	\$400.00 (as outlined in the UNBC Residence License Agreement)
Residence life fees	\$30.00 per semester
Residence infrastructure fees	\$25.00 per semester
Two bedroom units	\$2,376.30 per semester, per occupant
Four bedroom units	\$2,088.96 per semester, per occupant
Residence parking	\$161.68 per semester, plus taxes

Housing fees include: telephone services with voice mail, high-speed internet connection, and cablevision services.

Outstanding accounts are subject to a monthly service charge of 2% on the outstanding principal (26.82% per annum).

Additional Information on Fees

BC Residents 65 Years or Older

BC residents who are 65 years of age or older, and who are eligible for admission, may register for courses and receive a waiver of tuition. Please note that in those areas where there is a limited number of spaces available, students under this category of registration may not receive priority. Students are responsible for all fees.

Student Services Fee

The student fees are collected from full-time and part-time students registered for courses to augment services to students.

NBCGSS Health & Dental Plan Fee

All NBCGSS members registered in the Fall semester and paying NBCGSS fees are automatically covered by the NBCGSS Health & Dental Plan. This includes full-time and part-time students, and international students (Prince George campus only).

Your student Plan provides you with health and dental coverage for 12 months, from September 1 to August 31 of the following year. If you are already covered by an equivalent extended health and dental plan, you may opt out online during the Change-of-Coverage Period (typically within the first 3 weeks of classes--for exact deadlines visit www.ihaveaplan.ca). Your Plan also gives you the option to enroll your family (spouse and/or dependents) by paying an additional fee. Most members that are not automatically covered, but who wish to have coverage, are able to enroll themselves for an additional fee. Students starting in January may enroll at a pro-rated rate for 8 months of coverage (January 1 to August 31). For more information, contact www.ihaveaplan.ca or 1-866-358-4431.

PGPIRG Fee

The PGPIRG fee is collected by UNBC on behalf of the Prince George Public Interest Research Group. The mandate of this group is to organize its members around topics of public interest, such as social justice and environmental issues. Please contact the group at (250) 960-7474 for further information.

Payment Due Date

All student accounts are payable in full by the first day of the semester.

Financial Hold

Students who fail to pay the outstanding balance of their current account will be placed on financial hold. While on financial hold, no subsequent registration activity will be allowed, no official transcripts of the academic record will be issued, and a student will be denied graduation. The financial hold will be removed when the outstanding balance, including all service charges, is paid in full.

Failure to Notify

Any student failing to provide written notification to the Office of the Registrar of their complete withdrawal from a course or slate of courses will be assessed full tuition fees units for those registered courses and receive grades of F on their transcript.

Payments

Payments can be made by cash, debit card, cheque, American Express, MasterCard, Visa, wire transfer, or money order. Please ensure that the correct student number is written on the face of all cheques and money orders submitted to the University. Fees may be paid by the following methods:

- by mail: cheques or money orders should be made payable to the University of Northern British Columbia and must reach UNBC by the due date. Cheques or money orders are requested in Canadian funds drawn on a Canadian bank. The University is not responsible for payments lost in the mail.
- by wire transfer: bank-to-bank wire transfers can be arranged through your financial institution. Wire transfer instructions can be found on our web site at: www.unbc.ca/finance_dept/accounts_receivable/payment_options.html.
- in person: at the Cashier's Office located next to Student Services during hours of operation. Tuition payments are also accepted at UNBC's regional offices in Terrace, Fort St. John and Quesnel.
- in payment drop box: located by the Security Office. All payments must be enclosed in an envelope. Do not drop cash in box.
- by American Express, MasterCard, Visa, or Debit Card: will be accepted in person by the Cashier.
- by internet: American Express, Mastercard, Visa credit card and Interac debit online payments will be accepted using the website for students.

Any questions regarding making payments may be directed to the Cashiers Office by telephone at (250) 960-5631 or by fax at (250) 960-5251, or to Accounts Receivable at (250) 960-5576.

Payment inquiries can be addressed to cashier@unbc.ca. Do not e-mail credit card or banking information.

Refund Policy

Due to the semester fee payment schedule (see Fees), there is normally no refund of fees for graduate students who withdraw from courses. If no course registration exists, registration must be maintained by registering in either the thesis or project.

Fee Reduction Schedule for Course Revision Period: For Non-Degree Graduate Students

The Fee Reduction Schedule will apply to non-degree graduate students who withdraw from courses. Refunds can be applied for at the Cashier's office after the revision period. Allow two to three weeks for processing. If there is a credit on a student's account and no refund is requested, the credit will be applied to the next semester.

September Semester

September 19, 2012 Last day to add/drop without financial penalty
October 18, 2012 Last day to withdraw without academic penalty

January Semester

January 17, 2013 Last day to add/drop without financial penalty
February 14, 2013 Last day to withdraw without academic penalty

May Semester

May 21, 2013 Last day to add/drop without financial penalty
June 18, 2013 Last day to withdraw without academic penalty, 50% tuition refund

For condensed courses, the last day to revise registration is indicated in the course-specific documentation.

Medical Insurance Fee for International Students

The University of Northern British Columbia has a compulsory medical insurance policy for international students. International students must provide proof of valid medical coverage for each semester that they register at UNBC. A hold will be placed on a student's file if proof of valid medical coverage is not supplied.

A medical insurance fee of \$148.00 will be assessed automatically each semester. If students have valid BC Medical Insurance or comparable private insurance, the fee can be waived. Students without medical insurance will be asked to enroll in a university-sponsored plan which costs \$148.00 for three months of coverage.

Students must contact the International Centre to enroll in the private insurance plan or to receive a waiver of the medical insurance fee. Please note that simply paying the \$148.00 fee does not fulfill the policy. The policy requires that international students have valid medical insurance while at UNBC, and that they demonstrate proof of such coverage.

Note: Standards for accounts receivable billing and collection of student accounts receivable are subject to UNBC Policy on Student Accounts. See UNBC Policy and Procedures Manual on the website at www.unbc.ca/policy under FINANCE. For further information, please see the Student Accounts Receivable website at www.unbc.ca/finance_dept.

Academic Dates

Academic Year

The academic year extends from September 1 to August 31. Most of the University course offerings are delivered during the day, and courses are available in the evening during the September and January Semesters. Each 12-month academic year begins in September and is composed of the following semesters:

- September Semester - September to December
- January Semester - January to April
- May Semester - May to August

2012 – 2013 Semester Dates

2012 September Semester

September

3	Monday	Labour Day, University closed
4	Tuesday	Orientation Day
5	Wednesday	First day of classes, September Semester All September Semester fees due
19	Wednesday	Last day to register or revise registration for the September Semester Last day to withdraw from program without financial penalty Last day to change September Semester courses from audit to credit and credit to audit

October

8	Monday	Thanksgiving Day, University closed
18	Thursday	*Last day to withdraw from September Semester courses without academic penalty

November

11	Sunday	Remembrance Day
12	Monday	University closed

December

3	Monday	Last day of classes
5	Wednesday	First day of exam period
15	Saturday	Last day of exam period
24-31	Mon. to Mon.	University closed
27	Thursday	Maintenance Shutdown, University closed

2013 January Semester

January

1	Tuesday	New Year's Day, University closed
3	Thursday	First day of classes, January Semester All January Semester fees due
17	Thursday	Last day to register or revise registration for the January Semester Last day to withdraw from program without financial penalty Last day to change January Semester courses from audit to credit and credit to audit

February

14	Thursday	*Last day to withdraw from January Semester courses without academic penalty
18	Monday	Family Day, University closed
18-22	Mon. to Fri.	Mid-Semester Break (no classes February 18-22)

March

29	Friday	Good Friday, University closed
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April

1	Monday	Easter Monday, University closed
8	Monday	Last day of classes
10	Wednesday	First day of exam period
20	Saturday	Last day of exam period

Semester Dates

2013 May Semester

May

6	Monday	First day of classes, May Semester All May Semester fees due
20	Monday	Victoria Day, University closed
21	Tuesday	Last day to register or revise registration for the May Semester Last day to withdraw from program without financial penalty Last day to change May Semester courses from audit to credit and credit to audit
31	Friday	Convocation

June

18	Tuesday	*Last day to withdraw from May Semester courses without academic penalty
22	Saturday	Maintenance Shutdown, University closed
24-28	Mon. to Fri.	Summer break

July

1	Monday	Canada Day, University closed
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August

5	Monday	BC Day, University closed
9	Friday	Last day of classes
12	Monday	First day of exam period
16	Friday	Last day of exam period

For condensed courses, the last day to revise registration is indicated in the course-specific documentation.

*Graduate Students must have permission of their supervisor to alter their registration and must maintain continuous enrolment in order to maintain their position in Graduate Studies.

2012 – 2013 Senate Dates

September 26, 2012

January 23, 2013

May 22, 2013

October 24, 2012

February 27, 2013

June 26, 2013

November 28, 2012

March 20, 2013

July 24, 2013

December 12, 2012

April 24, 2013

August 8, 2013

2012– 2013 Graduate Student Deadline Dates

2012 September Semester

Course Registration Deadlines

September 19	Last day to register or revise registration for the September Semester Last day to withdraw from the program without financial penalty Last day to change September Semester courses from audit to credit and credit to audit status
October 18	Last day to withdraw from September Semester courses without academic penalty

Fee Deadline

September 5	All September Semester tuition & student fees due
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Application Deadline (Program Application Deadlines are listed in the table on Page 35)

November 15	Deadline to apply for non-degree status for January Semester courses
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2013 January Semester

Course Registration Deadlines

January 17	Last day to register or revise registration for the January Semester Last day to withdraw from the program without financial penalty Last day to change January Semester courses from audit to credit and credit to audit status
February 14	Last day to withdraw from January Semester courses without academic penalty

Fee Deadline

January 3	All January Semester tuition & student fees due
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Application Deadlines (Program Application Deadlines are listed in the table on Page 35)

April 15	Deadline to apply for non-degree status for May Semester courses
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Graduation & Convocation Deadline

January 15	Deadline for Graduate Students to apply to graduate & attend Convocation
April 30	Deadline to complete all requirements for Master's and PhD programs for graduation

Scholarship & Bursary Deadline

February 15	Deadline to apply for UNBC administered Graduate Awards
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2013 May Semester

Course Registration Deadlines

May 21	Last day to register or revise registration for the May Semester Last day to withdraw from the program without financial penalty Last day to change May Semester courses from audit to credit and credit to audit status
June 18	Last day to withdraw from May Semester courses without academic penalty

Fee Deadline

May 6	All May Semester tuition & student fees due
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Application Deadlines (Program Application Deadlines are listed in the table on Page 35)

August 15	Deadline to apply for non-degree status for September Semester courses
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Student Loans Deadline

June 30	Recommended deadline to apply for the BC Student Assistance Program (BC Student Loans)
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*For condensed courses, the last day to revise registration is indicated in the course-specific documentation.

**Graduate Student must have permission of their supervisor to alter their registration and must maintain continuous enrolment in order to maintain their position in Graduate Studies.

Graduate Programs Admissions and Regulations

1.0 General Admission

Application material is available from the Office of the Registrar or from the website, at www.unbc.ca/graduateprograms. The requirements for admissibility include, but are not limited to, an acceptable academic standing (see 1.3.2), acceptable letters of reference, the availability of a supervisor within the program concerned, and the availability of adequate space and facilities.

All documents submitted to the Office of the Registrar must be in the original language in which they were produced. Documents not produced in the English language must be accompanied by a notarized translation into English. Documents submitted in support

of an application become the property of the University of Northern British Columbia and will not subsequently be released.

Admission to a Graduate Program is valid only for the semester indicated in the letter of offer of admission.

The University of Northern British Columbia specifically reserves the right to exercise its sole, absolute, and unfettered discretion in admitting individuals to the University, its programs, or courses.

Applicants who have been offered admission to a graduate program must indicate, in writing, their intention to accept or decline the offer of admission within 30 days. Failure to notify the University may result in cancellation of the offer of admission.

Application for Admission Deadline* Dates

Application Deadline According to Preferred Semester of Entry

Degree (Alphabetical by subject)	September	January	May
Business Administration (MBA)	February 01	no intake	no intake
Business Administration (MScBA)	February 15	no intake	no intake
Community Health Science (MSc)	February 15	no intake	no intake
Development Economics (MA)	February 15	September 15	no intake
Disability Management (MA)	February 15	no intake	no intake
Education (MEd – Counselling Specialization)	February 15	no intake	no intake
Education (MEd – Multidisciplinary Leadership Specialization)	February 15**	no intake	February 15**
Education (MEd – Special Education Specialization)	February 15	no intake	no intake
English (MA)	January 15	no intake	no intake
First Nations Studies (MA)	February 15	September 15	no intake
Gender Studies (MA)	February 15	September 15	no intake
Health Sciences (PhD)	February 15	no intake	no intake
History (MA)	February 15	September 15	no intake
Interdisciplinary Studies (MA and MSc)	February 15**	September 15	February 15**
International Studies (MA)	February 15	September 15	no intake
Mathematical, Computer, and Physical Sciences (MSc)	February 15	September 15	no intake
Natural Resources and Environmental Studies (MA)	February 15**	September 15	February 15**
Natural Resources and Environmental Studies (MNRES)	February 15**	September 15	February 15**
Natural Resources and Environmental Studies (MSc)	February 15**	September 15	February 15**
Natural Resources and Environmental Studies (PhD)	February 15**	September 15	February 15**
Nursing (MScN)	February 15	September 15	no intake
Nursing (MScN(FNP))	February 15	no intake	no intake
Political Science (MA)	February 15	September 15	no intake
Psychology (MSc)	January 15	no intake	no intake
Psychology (PhD)	January 15	no intake	no intake
Social Work (MSW)	February 15	no intake	no intake

*Applications for admission should be submitted as early as possible to the Office of the Registrar. Incomplete applications and applications received after the deadlines will be considered late and may not be processed in time to permit admission.

**Applications for admission are accepted for one semester only. Applicants must indicate whether they are applying to the May or September Semester.

Graduate Programs Admissions and Regulations

In order to be considered for admission to Graduate Programs, all applicants must provide the following to the Office of the Registrar by the deadlines noted above:

1. Application form for admission to Graduate Programs.
2. Application fee.
3. Document evaluation fee (if applicable). Please see Fees
4. Three assessment reports (letters of reference) sent directly to UNBC from the referees.
5. Official transcripts (one copy) from all post-secondary institutions attended.
6. Statement of Academic Interests (letter of intent).
7. Official English Language Test Scores (Required for applicants whose first language is NOT English) sent directly to UNBC from the testing agencies.

The following programs require the submission of additional application material in order to complete the application: Business Administration; Community Health Science; Development Economics; Disability Management; Education (Counselling); English; Health Sciences PhD; History; Interdisciplinary Studies; International Studies; Mathematical, Computer and Physical Sciences; Natural Resources and Environmental Studies; Nursing and Family Nurse Practitioner; Psychology; and Social Work. See individual program listings for further information.

1.1 English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who completed five consecutive years of instruction and examination entirely in the English language immediately before admission are exempted from this requirement.

Acceptable evidence of English language proficiency may be any one of the following:

- TOEFL (Test of English as a Foreign Language) score of 88 or higher in the internet-based test, with not less than 20 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.

- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2, obtained prior to application for Graduate admission.

In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar.

1.2 GRE Requirement for Graduate Programs

The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and Educational Testing Service. Applications are available from: Graduate Record Examinations, Box 6000, Princeton, NJ 08541-6000, USA, or from the University's Counselling Services. UNBC's institution code is 0320. The GRE is used widely by universities to supplement undergraduate records and other qualifications for admission to graduate study.

GRE requirements are prescribed by individual programs. For some programs, completion of the examination is mandatory. Applicants are advised to check program listings for detailed information. However, the Office of Research and Graduate Programs reserves the right to require a GRE score (on Subject and General Tests) for any applicant. Voluntary submission of a GRE score may facilitate the admission process.

1.3 Admission to Master's Degrees

1.3.1 In general, an acceptable academic standing will be a four-year (120 credit hours) Baccalaureate degree (or equivalent) from a recognized institution.

1.3.2 Grade point average of at least 3.00 (B) in the work of the last 60 credit hours (approximately the last two years) leading to the Baccalaureate degree is required for entry. **Note: Higher entrance standards than those outlined in this section may be set by individual programs.**

Courses used in the calculation of the admission grade point average cannot be used as credit toward a graduate degree program.

1.3.3 A faculty member who wishes to supervise an applicant to a Graduate Program who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) which does not meet the grade point average requirements stated above and who obtains the recommendation of the appropriate program may seek approval from the Dean of Graduate Programs to admit the applicant. The applicant must have significant formal training and relevant professional experience to offset such grade point average deficiencies.

1.3.4 Evidence is required, in the form of three letters of reference that are submitted directly to the Office of the Registrar from qualified referees, of the student's ability to undertake advanced work in the area of interest.

1.4 Admission to the Master's Degree as a Conditionally Admitted Mature Student

Five years after completion of a Baccalaureate degree as defined in 1.3.1, applicants whose academic record is such that they would not be admissible to a Master's program may be admitted conditionally as mature students, provided they are recommended by the appropriate Program. Such recommendations must be made in writing by the Program and approved by the Dean of Graduate Programs.

The minimum grade point average for admission to a Master's program as a conditionally admitted mature student is 2.67 ("B-").

A student conditionally admitted to a graduate program must earn a grade point average of at least 3.00 (B) in each of the first two 3 credit hour graduate courses taken. The first two courses will be determined by the Program and approved by the Dean of Graduate Programs. If this condition is successfully met, the student's status will be changed to regular graduate student status. If it is not, the student will be required to withdraw from the program.

Students admitted in this category normally will not receive transfer credit for any courses completed prior to enrolling in their Graduate Program.

1.5 Admission to Non-degree Coursework

Non-degree graduate students are those taking graduate courses, but not for credit toward a degree at the University of Northern British Columbia. Such students are admitted under one of three categories defined in 1.5.1, 1.5.2 and 1.5.3.

1.5.1 Visiting graduate students are those on a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another university. Applicants in this category must complete the Application for Admission to Graduate Programs and provide a letter of permission from their home institution. No other supporting documentation is required. Students must request that an official transcript be sent directly to their home institution upon completion of course work.

1.5.2 Exchange graduate students are those covered by the Western Deans' Agreement (see 2.7 for the Western Deans' Agreement) or other formal exchange agreement. If a student is admitted under the Western Deans' Agreement or other formal exchange agreement, all tuition fees at UNBC will be waived; however, ancillary student fees will be charged. Applicants in this category must submit a completed Application for Admission to Graduate Programs and the completed and duly signed Western Deans' Agreement form from the Dean of Graduate Programs at their home institution (if applicable) certifying the applicant as an exchange student, under the provisions of the Agreement. Courses to be taken toward their degree must be specified in the documentation. No other supporting material is required. Students must request that an official transcript be sent directly to their home institution upon completion of course work.

1.5.3 Non-degree students are normally those who wish to improve their academic background. Applicants under this category who **do not** hold a Master's degree must normally meet the same entrance requirements and follow the same application procedure as outlined in section 1.3, with the exception of 1.3.4 (letters of reference). Holders of a Master's degree (or equivalent) from a recognized institution in the same discipline as the course work applied for must complete an application form for admission to Graduate Programs, and provide proof of conferral of the Master's degree.

A maximum of three graduate courses may be taken under this category. Individual programs may impose further restrictions. International Students studying in Canada may be eligible to complete courses as non-degree students. Please see Graduate Programs homepage, www.unbc.ca/graduateprograms/ for further information.

1.5.4 If a student admitted as a non-degree student is later admitted to a graduate degree program, course work taken as a non-degree student may be applied to the graduate program subject to the recommendation of the supervisory committee and the approval of the Dean of Graduate Programs.

1.6 Auditing Graduate Courses

An individual who is either a graduate student in a UNBC Graduate Program or a non-degree graduate student as defined in Section 1.5 may be permitted to audit up to three credit hours of graduate courses in a semester. A continuing student should add the audit course to his or her Graduate Registration Form. A new applicant auditing a course should submit a Graduate Registration Form to the Office of the Registrar clearly indicating the course name and number with an Application for Admission to Graduate Programs together with proof of degree conferral.

Neither full-time nor part-time graduate students in a UNBC Graduate Program will be charged for auditing graduate-level courses as long as auditing the course is required by the graduate supervisor/supervisory committee. If any course audit is not already included as part of a student's approved graduate program, then a Graduate Program Revision Form must be completed. The supervisor must provide a rationale for the course audit, explaining how the course is related to the student's research. The appropriate signatures must also be included on the Graduate Registration Form and/or the Add/Drop Form.

Registration as an auditor is subject to the following conditions:

1.6.1 Admittance to the class is dependent on the class size and other factors that the Instructor and the Program establish.

1.6.2 The degree of participation in the course is at the discretion of the Instructor.

1.6.3 Attendance and participation shall grant no entitlement to an academic record of such attendance and shall not be considered as meeting admission, prerequisite or course requirements for any graduate program.

Graduate Programs Admissions and Regulations

1.7 Upgrading for Admission to Graduate Programs

Individuals wishing to apply to graduate programs may not meet the normal requirements for admission. Such cases normally fall into either of the following categories:

1.7.1 Admission requirements satisfied but course background inappropriate or prerequisites lacking Upon the recommendation of the Program concerned, the Dean of Graduate Programs may approve the inclusion of the missing background or prerequisites as part of the requirements for the Master's degree.

1.7.2 Pre-Entry Program When admission requirements are not satisfied and upon the recommendation of the Program concerned, the Dean of Graduate Programs may approve a pre-entry program of undergraduate course work totalling at least 12 credit hours of upper division courses. An average of not less than 3.33 (B+) must be achieved in the course work, and no course must be completed at a level below 2.67 (B-). Courses taken for a pre-entry program may not be used for credit towards a graduate degree. Students approved by the Dean of Graduate Programs for a pre-entry program are guaranteed admission to the appropriate Graduate Program upon successful completion of the recommended courses.

1.7.3 Graduate course challenge is not permitted.

1.8 Integrated Delivery Graduate and Undergraduate Courses

1.8.1 An "integrated delivery" course is one in which a graduate course is co-taught with a 400-level undergraduate course which in turn is indicated as being offered at an advanced level. At the graduate level, normally learning experiences qualitatively and quantitatively distinctive from the undergraduate experience normally build upon the undergraduate course content. Nevertheless, courses taken specifically to meet the registration requirements of professional bodies may have the same content at each level.

1.8.2 All courses which are integrated on a continuing basis are so indicated in the Graduate Calendar by way of stated preclusions.

1.8.3 Integrated delivery courses are taught by faculty members who are approved to teach graduate level courses.

1.9 Permission for Undergraduates to Take Graduate Coursework

1.9.1 Students in their final year of a Bachelor's degree program at the University of Northern British Columbia who have a grade point average of at least 3.33 (B+) in the last 30 credit hours of course work attempted may be permitted to register in a maximum of six credit hours of graduate courses on the recommendation of the Instructor and the Program concerned and with the consent of the

Dean of Graduate Programs. If a student is subsequently admitted to a Graduate Program, graduate courses used for credit toward an undergraduate program cannot be used for credit toward a graduate program.

This policy gives academically strong undergraduate students the opportunity to experience graduate level instruction without commitments being made by either the student or the University about admission into graduate programs, or academic credit being awarded for the courses if a student is subsequently admitted to a graduate program.

Please see the Graduate Studies Officer in the Office of the Registrar for further information.

1.9.2 Simultaneous enrolment in a graduate program and an undergraduate or certificate program is not permitted.

1.10 Admission as a Visiting Research Student

Admission to this category is restricted to graduate students covered by the Canadian Graduate Student Research Mobility Agreement or other approved research agreements. A Visiting Research Student must register in the course GRAD 950-0 Visiting Research Student for each semester covered by the Agreement. Visiting Research Students are not permitted to take other courses at UNBC.

1.11 Misrepresentation of Application Information

Misrepresentation of application information constitutes fraud or misconduct and may result in acceptance and registration being cancelled. The applicant may also be disqualified from consideration, not only in the year of application, but in all subsequent years. If discovered in a subsequent semester such representation may result in expulsion from the university.

Application fraud or misconduct includes the following:

- a. Failure to declare attendance at another post-secondary institution;
- b. Presenting falsified academic documentation or causing or encouraging another person to falsify records through translation or data changes;
- c. Presenting falsified personal documentation (e.g., using a false name, date of birth, country of origin, etc.);
- d. Presenting falsified or fictitious reference documentation;
- e. Cheating on or having another person write a standardized entry exam such as TOEFL or GRE;
- f. Presenting another person's standardized test score as one's own to falsify a test result; and
- g. Failure to report suspensions from another post-secondary institution.

2.0 Registration Procedures and Status

2.1 Initial Registration

All students admitted to a Graduate Program must normally register during the dates specified for such registration. All letters of admission that are not used to register in the semester to which they apply are automatically cancelled. Students who are issued a letter of admission for the September Semester may not use this document for entry in the January Semester. Any requests for deferral of admission to a graduate program must be made in writing to the Graduate Studies Officer.

2.2 Enrolment and Re-enrolment

2.2.1 Continuity of Registration All students are required to either register in every semester (September, January, May) from the time of admission until the requirements of the degree have been met, or formally withdraw in accordance with regulation 2.5 below. Students are required to pay minimum tuition fees (see Fees section).

2.2.2 Re-registration Students who are missing one semester or more of registration and who have not been withdrawn from their graduate program must:

- a. Pay any outstanding fees
- b. Register for those semesters not previously registered in
- c. Pay any new tuition fee units.

Students who have registered at another university or college since last in attendance at the University of Northern British Columbia are required to state the names of all educational institutions of post-secondary level attended and to submit an official transcript of their academic records at these institutions to the Office of the Registrar.

2.2.3 Reinstatement Students who have withdrawn with permission from their graduate program and later wish to return can only do so if, inclusive of their time away from their graduate program, they have not exceeded the time limit applicable to their graduate program (See Regulation 4.2 and 7.7), and have supervisory support for reinstatement.

Students who have not exceeded the time limit must do the following:

- a. Submit a new Application for Admission to Graduate Programs Form and pay the reapplication fee
- b. Provide a letter to the Graduate Studies Officer stating their rationale for wishing to return to their graduate program
- c. Provide proof of supervisory support for their reinstatement

Students who have registered at another university or college since last in attendance at the University of Northern British Columbia are required to state the names of all educational institutions of post-secondary level attended and to submit an official transcript of their academic records at these institutions to the Office of the Registrar.

Students who have exceeded the time limit period or who have been withdrawn without permission please see section 2.2.4 (Reapplication).

2.2.4 Reapplication Students who have either a) been withdrawn without permission or b) whose time limit has expired must re-apply to UNBC as new applicants and pay the reapplication fee. If admitted, students must start anew: normal program requirements apply, including time limitations regardless of previously completed coursework accepted (see 4.2.1) and minimum tuition fee units.

2.3 Definition of Full-Time and Part-Time Status

A full-time graduate student is one who is either:

- a. enrolled in courses totalling a minimum of six credit hours during a single semester, or
- b. registered in a thesis, project, dissertation or other scholarly work during a semester.

A part-time student is any student who does not meet either criteria above.

Note: This definition does not necessarily govern the fee structure, which is determined at the time of admission.

2.4 Maximum Academic Load

2.4.1 The maximum academic load in a Graduate Program during any semester is 18 credit hours of course work or 15 credit hours of course work plus thesis, project, or dissertation. Programs may limit students to fewer credit hours.

2.4.2 Simultaneous enrolment in a graduate program and an undergraduate or certificate program is not permitted.

2.5 Withdrawal from the University

Students in degree programs who wish to withdraw, either temporarily or permanently, must do so formally. Requests for permanent withdrawal must be made to the Dean of Graduate Programs.

2.5.1 Leave of Absence Students who wish to request a leave of absence must apply using the Leave of Absence Form to the Dean of Graduate Programs, with supporting documentation from their supervisor, and with detailed documentation (e.g., a doctor's note) explaining the need for such a leave. A leave of absence is granted for one semester only. Students must register for the next semester or request a further leave of absence. A student may normally have a leave of absence for no more than one year in a Master's program. Students cannot undertake academic or research work nor use any of the University's facilities during the period of leave. The transcript will record the notation: "Leave of Absence".

2.5.2 Students who wish to withdraw from their Graduate Program and have their transcript indicate that they were in good standing when they withdrew, must apply in writing to the Dean of Graduate Programs, with supporting documentation from their supervisor. The

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transcript will record the notation: "Withdrawn with Permission". The transcript of students who fail to notify the University of their intention to withdraw from their graduate program will record the notation: "Withdrawn without Permission".

2.5.3 Time spent on an approved leave of absence (see 2.5.1) is not counted as part of the total time allowed for completion of the degree program (see 4.2).

2.6 Letter of Permission for Studies Elsewhere

Students currently registered in a Graduate Program who wish to undertake studies at another institution for transfer credit toward their graduate degree at the University of Northern British Columbia must apply in writing to the Dean of Graduate Programs, specifying the host institution, the courses to be taken, and their credit values. The application must be supported by the supervisor. Students must request that an official transcript be sent directly to the Office of the Registrar at UNBC from the host institution upon completion of the course work.

Note: Students are required to maintain continuous registration and pay the fees for the semester at the University of Northern British Columbia while studying elsewhere.

2.7 Western Deans' Agreement

Students currently registered in a graduate program who wish to undertake studies at a western Canadian university for transfer credit toward their graduate degree at the University of Northern British Columbia may be eligible for exchange status under the provision of the Western Deans' Agreement. Information and forms for this purpose are available from the Graduate Programs website, www.unbc.ca/graduateprograms, or at the Office of Research and Graduate Programs. Students must include an outline of the course work that they propose to take when submitting their Western Deans' Agreement Form to their supervisor. If the application is approved by the Dean of Graduate Programs, the university concerned will be notified by the Office of Research and Graduate Programs. All applicable tuition fees will be waived by the host institution. However, ancillary student fees are still applied. All students attending other institutions under the provisions of the Western Deans' Agreement must register concurrently at the University of Northern British Columbia in their thesis or project, and pay the semester fee.

3.0 Student Responsibilities

- a. Students are responsible for familiarizing themselves with the Graduate Regulations. If students are unsure about any aspect of the Graduate Regulations, they should contact the Office of the Registrar or the Office of Research and Graduate Programs.
- b. Students are responsible for familiarizing themselves with the program requirements and deadlines. If students are unsure about any aspect of the program regulations, they should contact the Graduate Program Chair.
- c. Students are responsible for ensuring the completeness and accuracy of their registration. If students are unsure about any aspect of their record, they should contact the Office of the Registrar.
- d. Students are responsible for familiarizing themselves with their fee obligations as outlined in the Fees Section of the calendar. If students are unsure about any aspect of the fee regulations, they should contact the Office of the Registrar.
- e. Students are equally responsible for maintaining open communication with their supervisor, supervisory committee, and Graduate Program Chair through mutually agreed upon regular meetings. Any problems, real or potential, should be brought to the attention of the supervisor, supervisory committee and Graduate Program Chair promptly. Students should be aware that formal routes of appeal exist in the form of the Appeals Procedure of the Office of the Registrar (see Appeals Section).
- f. A letter mailed to a student's address as it appears on record in the Office of the Registrar will be deemed adequate notification to the student for all matters concerning the student's record. **Changes in address and telephone number must be reported promptly to the Office of the Registrar.**

4.0 Regulations Governing Master's Programs

4.1 Course and Program Requirements

4.1.1 Graduate Programs Within the first semester of attendance in a graduate degree program, a completed Graduate Program Approval Form will be forwarded to the Office of Research and Graduate Programs by the Supervisor on behalf of each student.

4.1.2 Graduate supervision Unless otherwise specified, the supervisory committee will be nominated by the graduate supervisor and names forwarded to the Office of Research and Graduate Programs by the Program, normally within one semester of the first registration in the thesis, project, practicum, comprehensive examination or dissertation.

4.1.3 Coursework and research Considerable variation is permitted in the balance between research and the coursework required for the Master's degree, although most programs include a thesis based on research (see 4.1.7).

Before the thesis, project, or practicum is written, the student should contact the Office of Research and Graduate Programs for a copy of the *Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports*, which specifies academic and technical requirements to ensure acceptability of the document by the University and the National Library of Canada.

4.1.4 Integrated courses Normally, Master's students enrolled in thesis programs should complete at least six credit hours of graduate course work in addition to any integrated delivery courses that may be taken.

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

4.1.6 UNBC course requirements and applicability of transfer of credit At least half of the course work taken must be completed as a degree candidate in a Graduate Program at the University of Northern British Columbia and be UNBC courses. On the recommendation of the Program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate degree.

Courses taken at the University of Northern British Columbia as a non-degree student in a Graduate Program may be considered for transfer to a graduate degree (see 1.5.4).

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

- a. must be a graduate level course;
- b. must be completed with a grade of at least B (or equivalent);
- c. must not be used to meet the minimum admission requirements for Graduate Programs; and
- d. must not have been used to obtain any degree, diploma, certificate or other credential unless otherwise noted.

The grades from courses allowed for transfer of credit will not appear on the transcript, and they will not be used in determining sessional or cumulative grade point averages. Credit granted at another institution on the basis of life or work experience is not acceptable for transfer of credit. For students admitted as mature students (see 1.4), transfer of credit will not normally be granted for courses taken before enrolling in Graduate Programs at the University of Northern British Columbia.

4.1.7 Master's degree without a thesis Not all programs offer the option of a Master's degree without a thesis. The following regulations apply:

- a. a program of study must be approved as for all other graduate degrees;
- b. a supervisory committee shall be formed according to 4.4.2;
- c. there must be evidence of independent scholarly work which may be in the form of a project, extended paper(s), work report, etc. The credit value for this work may range from three to twelve credit hours; and
- d. normally there shall be an oral examination, in accordance with regulation 4.5.

4.2 Time Limit

The maximum time for completion given below is not intended to be the normal time for completion. It is intended to take into account a wide variety of extraordinary circumstances and events that may delay completion.

4.2.1 Normally, a student proceeding toward a Master's degree will be required to complete all degree requirements within five years (60 consecutive months) from the date of the first registration in the Master's degree. In no case will a degree be awarded in less than 12 consecutive months from the time of the first registration. However, it is expected that a full-time student will complete a Master's degree within 36 consecutive months from the date of first registration.

4.2.2 Variances to the time limits specified in 4.2.1 are as follows:

- Master of Education (Part time) seven years (84 consecutive months),
- Master of Education (Full time) four years (48 consecutive months).

4.2.3 If a degree is not awarded within the specified period following the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the Dean of Graduate Programs. Such requests for time extension must be made in writing to the Dean of Graduate Programs prior to the end of the semester in which the student's time limit expires.

4.2.4 Variances to the time limits specified in 4.2.3 are as follows:

- Master of Education (Part time) seven years (84 consecutive months).

4.3 Academic Performance

A student who fails to meet academic standards, or whose thesis, project, practicum, or comprehensive examination is not progressing satisfactorily, may be required to withdraw by the Dean of Graduate Programs on the advice of the supervisor and supervisory committee.

4.3.1 Students must attain a semester grade point average of at least 3.00 (B) for every semester in which they are registered. Individual programs may set higher standards. Any student with a semester grade point average below 3.00 will not be allowed to register in the next semester until their academic performance has been reviewed by their supervisory committee and continuation in their Graduate Program is approved by the committee and the Dean of Graduate Programs.

4.3.2 Every grade lower than B- in a course taken for credit in a Graduate Program must be reviewed by the supervisory committee and a recommendation must be made to the Dean of Graduate Programs concerning continuance of the student in the program. Such students will not be allowed to register in the next semester until approved to do so by the Dean of Graduate Programs.

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4.3.3 Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the Dean of Graduate Programs on the recommendation of the supervisory committee.

4.3.4 Students registered in a thesis, project, practicum or comprehensive examination will have their progress evaluated through progress reports completed by their supervisor in consultation with the supervisory committee and the student, and submitted to the Dean of Graduate Programs.

4.3.5 Conditions may be imposed by the Dean of Graduate Programs for continuation in the program. The conditions normally must be met within the next semester or the student will be required to withdraw.

4.4 Academic Supervision

4.4.1 Supervisor Each graduate student shall have a member of the faculty assigned as a supervisor to counsel the student in academic matters. The supervisor is nominated by the Program and approved by the Dean of Graduate Programs.

In particular, the supervisor must be aware of the nature and progress of research, the standards expected, the adequacy of progress, and the quality of work.

The supervisor and student must maintain contact through mutually agreed upon regular meetings, and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible for making suitable arrangements with the student and the Graduate Program Chair for the continued supervision of the student or for requesting the Program to nominate another supervisor.

4.4.2 Supervisory Committee Each student shall have a supervisory committee nominated by the Program and approved by the Dean of Graduate Programs. The chair of this committee shall be the supervisor. The duties of the committee include: recommending a program of study chosen in conformity with Program regulations; meeting periodically to facilitate appropriate supervision of the thesis, project, or practicum; participating in a final oral examination when the Program prescribes such an examination.

The committee consists of at least three members including the supervisor. One member must be from outside the Program.

4.5 Final Oral Examinations and Examining Committees

4.5.1 General Regulations

a. Master's degrees require a final oral examination. Master's degrees with project, comprehensive examination, or practicum completion routes shall be examined and certified in a manner agreed upon by the Program and the Dean of Graduate Programs.

- b. Students may proceed to an oral examination when the supervisory committee is satisfied that the thesis, project or other scholarly work represents an examinable document for the degree requirements. The supervisory committee confirms this by signing the Request for Oral Examination and Appointment of an External Examiner form. This form must be submitted to the Dean of Graduate Programs at least six weeks before the anticipated date of oral examination. Two copies of the document are required by the Office of Research and Graduate Programs upon submission of the Request for Oral Examination and Appointment of an External Examiner form. One copy of the document is forwarded to the External Examiner by the Office of Research and Graduate Programs.
- c. Before proceeding to the oral examination, all courses taken for credit in Graduate Programs must be completed with a cumulative grade point average of not less than 3.00 (B) and with no grade in any course less than B- (or the higher standard set by the individual program). Any language requirement must be met before the student proceeds to the oral examination.
- d. The Dean of Graduate Programs (or designate) will act as Chair at the final oral examination. Any tenured member of the faculty at the Associate Professor level or higher with extensive experience in Graduate Programs is eligible to serve as the Dean's nominee.
- e. The MBA Program schedules its project defences in the final semester concurrent with course work.

4.5.2 Examining Committees The role of the examining committee is to assess the thesis, project or practicum, and to conduct an oral examination, if applicable, based on that scholarly work. The examining committee will consist of the supervisory committee and at least one other examiner, called the external examiner, who must be from outside the program area and who has had no previous involvement with the student or the thesis research.

External examiners should have established reputations in the area of the thesis research, and should be able to judge whether a thesis is acceptable at a university comparable to UNBC. Ideally, they should be at associate or full professor rank if they are at a university or be of comparable stature if they are not at a university.

To ensure that arm's length, independent review is possible, the external examiner should not have participated directly in supervising the student or directing the work. Please refer to the Policy on the Appointment of an External Examiner available from the Office of Research and Graduate Programs, or from the website at www.unbc.ca/graduateprograms.

For Master's degrees without a thesis, the membership of the final oral examining committee and procedure shall be determined and approved by the Program and the Dean of Graduate Programs (see 4.5.1a).

4.5.3 Format of the Thesis Examination The first part of the oral examination shall consist of an oral presentation by the candidate to include a summary of the salient points of the research normally within a time span of 20 to 25 minutes. This is followed by the questioning and examination of the candidate by the examining committee. The oral defence is normally about two hours in duration.

It is the responsibility of the Chair of the oral examination to pose questions raised by the external examiner (if not in attendance). The Chair of the oral examination may exercise discretion in allowing questions from guests following completion of the formal examination.

4.5.4 Results of Oral Examinations The decision of the examining committee shall be based on the content of the scholarly work or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend to the Dean of Graduate Programs one of the following results:

a. Clear Pass

That the thesis, project, or practicum is acceptable as presented and the oral defence is acceptable.

In this case, all members of the examining committee shall sign the approval pages. A "pass" grade is submitted to the Office of the Registrar for the student's thesis, project or practicum.

b. Pass with Minor Revision

That the thesis, project, or practicum is acceptable subject to minor revision and the oral defence is acceptable.

In this case, all members of the examining committee except the supervisor shall sign the approval pages.

The supervisor shall sign the approval pages when the thesis, project, or practicum has been amended to include the changes that were requested by the examining committee. A "pass" grade is submitted to the Office of the Registrar for the student's thesis, project or practicum.

c. Pass with Major Revision

That the thesis, project, or practicum is acceptable subject to major revision and the oral defence is acceptable.

In this case, none of the members of the examining committee shall sign the approval pages. The supervisor shall supervise the revision of the thesis, project, or practicum. When the revisions have been completed and have been approved by the supervisor, the supervisor shall distribute the revised thesis, project, or practicum to the rest of the examining committee. If it is acceptable to the examining committee, the supervisor shall ensure that the approval pages are signed by each member of the examining committee. A "pass" grade is submitted to the Office of the Registrar for the student's thesis, project, or practicum.

d. Adjournment of the Examination

That the examination be adjourned.

Reasons to adjourn the examination include but are not limited to: further research or experimentation is required; the thesis is acceptable but the student has failed the oral defence; the external examiner casts the lone dissenting vote. In the case of an adjourned examination the candidate shall not be passed and no member shall sign the approval pages.

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

e. Failure

That the thesis, project or practicum is unacceptable and the oral defence is unacceptable.

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

4.5.5 Consequence of Failed Examination A student who fails the oral examination twice shall be required to withdraw from his or her Graduate Program.

4.6 Degree Completion and Graduation

4.6.1 The University Senate grants degrees in May each year. Each candidate for a degree must complete an Application for Graduation form and must pay the graduation fee (see Fees Section). Application for Graduation forms are available in the Office of the Registrar or from the website at www.unbc.ca/graduateprograms.

4.6.2 The deadline for completing all requirements for the degree is the final business day in April for Spring graduation.

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

- a. Completion of the program of study and meeting the grade point average requirements for the degree;

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- b. Submission of three final copies of the thesis, or two final copies of the project, or practicum report. Regulations governing proper submission are set out in the *Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports*. Only the latest version of these instructions is valid. Students should obtain a copy from the Office of Research and Graduate Programs or from the Graduate Programs website at www.unbc.ca/graduateprograms;
- c. Signing of the approval pages for the student's thesis, project or other scholarly work by the supervisor;
- d. Submission of an Application for Graduation form to the Office of the Registrar and an official degree audit completed by the University;
- e. Payment of all outstanding fees. Those students who have outstanding accounts will not receive their degree parchment or be issued transcripts. Students should be aware of the semester fee payment schedule for graduate degrees (see Fees Section).

5.0 Appeals

Appeals are heard by the Senate Committee on Academic Appeals and are not subject to further appeal. Further information may be obtained from the Office of the Registrar. See also the Academic Appeals Policy and Procedures section under the General Regulations and Policies section of the Graduate Calendar.

6.0 Research Services

All matters concerning the administration of research grants and contracts are handled by the Office of Research and Graduate Programs, to which inquiries concerning research policies and procedures should be directed. Students whose research falls within the University definition of research involving human and non-human subjects and other ethical and safety issues must receive prior approval from the appropriate screening committee. Regulations on these issues may be obtained from the Office of Research and Graduate Programs. The Office of Research and Graduate Programs should be contacted for further details concerning research-oriented services offered to graduate students.

7.0 Regulations Governing Doctoral Programs

The Calendar regulations listed below, apply to Doctoral students as well as to Master's students:

- General Admission;
- GRE requirements;
- Admission to non-degree coursework;
- Auditing graduate courses;
- English requirements for international students;
- Registration procedures and status; and
- Student responsibilities;
- Academic performance.

In addition, Doctoral students are subject to the regulations that follow:

7.1 Admission

7.1.1 Admission to a Doctoral program normally requires a Master's degree or equivalent from a recognized institution. Admission to a Doctoral degree program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged partly by means of three external assessment reports sent directly to the Office of the Registrar by qualified referees.

7.1.2 Admission to a Doctoral program will require a cumulative grade point average of 3.33 (B+) from the Baccalaureate and Master's degree, to be calculated over the last 30 credit hours of graded academic coursework.

7.1.3 Admission to a Doctoral program without a Master's degree normally requires a Baccalaureate degree from a recognized institution with a cumulative grade point average of at least 3.67 (A-) and the completion of at least two semesters of a Master's degree program at the University of Northern British Columbia with a cumulative grade point average of at least 3.67 (A-).

7.1.4 Continuation to a Doctoral Program Students enrolled in a Master's program at the University of Northern British Columbia may continue to a Doctoral program prior to completion of the Master's degree. Students may apply to be transferred to Doctoral status no sooner than two semesters after initial registration in the Master's program at the University of Northern British Columbia. After a review, which must include an evaluation by the student's supervisory committee, the Program will recommend to the Dean of Graduate Programs one of the following:

- a. admission to the Doctoral program without completion of a Master's program;
- b. admission to the Doctoral program but with concurrent completion of all requirements for a Master's degree within one semester from the date of transfer;
- c. admission to the Doctoral program following completion of the requirements for the Master's degree; and
- d. refusal of admission to the Doctoral program.

Students admitted to a Doctoral program under 7.1.4.a must complete courses from the Master's and Doctoral programs as recommended by the existing Supervisory Committee and approved by the Dean of Graduate Programs.

Students admitted under 7.1.4.b who do not complete the requirements for the Master's degree within the one semester limit will lose their status in the Doctoral program and be returned to Master's status.

Students admitted to a Doctoral program under 7.1.4a, but who are not continuing in the Doctoral program, may re-register as a candidate for the Master's degree, provided that work to date has met the standards of the Master's program and the candidacy examination has not been attempted.

7.1.5 No more than four full-time tuition fee units or the equivalent for part-time students will be credited in such cases towards the fees for the Doctoral program.

7.1.6 Part-time doctoral work is not feasible in some areas because of the divergent nature of academic disciplines. Accordingly, no Program is obligated to offer part-time doctoral work.

7.2 Minimum Requirements

The minimum requirement for a Doctoral degree is 24 credit hours of coursework beyond the Master's level, or 36 credit hours of coursework beyond the Bachelor's level, and satisfactory completion of the prescribed program. Individual programs may require more credit hours of coursework.

7.3 The Dissertation

A Doctoral program requires a broad and comprehensive knowledge of the field or fields of study, such knowledge to be demonstrated through a candidacy examination. It also requires the completion of a research project culminating in a dissertation which meets the requirements and standards of Graduate Programs. This dissertation must contain original work, and must be a significant and original contribution to knowledge in the candidate's field(s) of study. It must contain evidence of broad knowledge of the relevant literature, and must demonstrate a critical understanding of the works of scholars eminent in the field(s) related to the dissertation. The dissertation should, in the opinion of scholars in the field(s), merit publication, in whole or in part.

The general style and form of dissertations may differ from program to program, but all dissertations must be presented in a form which constitutes a connected and continuous text. The dissertation may contain material previously published by the candidate, whether alone or in conjunction with others. Such previously published material must be fully integrated into the dissertation. In such cases, the candidate's own work must be clearly distinguished from that of other researchers. The candidate is responsible at the final oral examination for defense of the entire contents of the dissertation.

Before beginning to write the dissertation, the candidate should obtain a copy of the *Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports* from the Office of Research and Graduate Programs; this document specifies the academic and technical requirements necessary to ensure that the work is acceptable to the University and to the National Library of Canada.

7.4 Language Requirements

A Doctoral program may require a reading knowledge of one or more languages other than English. Language requirements will be set for individual students by their supervisory committees according to the regulations of the Programs and shall as a rule be geared to the individual research requirements of each candidate. Where language requirements are set, they shall be considered part of the student's program, and must be met at the latest before the student defends the dissertation.

7.5 Course Transfer

On the recommendation of the Program concerned, the Dean of Graduate Programs may accept courses taken at other recognized universities for credit towards a Doctoral program. However, at least half of the courses taken for the degree must be taken as a graduate student at the University of Northern British Columbia.

7.6 Integrated Courses

Doctoral students will not receive degree credit for more than six credit hours of integrated delivery course work (see Section 1.8.1).

7.7 Time Limit

The maximum time for completion given below is not intended to be the normal time for completion. It is intended to take into account a wide variety of extraordinary circumstances and events that may delay completion.

7.7.1 Normally, a student proceeding to a Doctoral degree must complete all the degree requirements within seven consecutive years (84 consecutive months) from the date of first registration in the program. If the student has transferred from a Master's program, completion is required within seven years of the date of the first registration in the Master's program.

7.7.2 If a degree is not awarded within seven years of the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the Dean of Graduate Programs. Such requests for time extension must be made in writing to the Dean of Graduate Programs prior to the end of the semester in which the student's time limit expires. The request must include a timeline for the completion of the degree, accompanied by supporting documentation from the student's supervisor.

7.7.3 Residency Requirement A student with a Master's degree registering in a Doctoral program must pursue studies under the direction of a faculty member as a full-time student for at least two full semesters within 24 consecutive months of initial registration.

7.8 Academic Supervision

7.8.1 Each Doctoral candidate shall have a member of the Program assigned as the Supervisor to counsel the student in academic matters. The Supervisor is nominated by the Program and approved by the Dean of Graduate Programs.

The Supervisor must be aware of the various university regulations; must provide guidance to the student on the nature of research, the standards required, the adequacy of the student's progress, and the quality of the student's work; and must be accessible to the student to give advice and constructive criticism.

The Supervisor and student must maintain contact through regular meetings. Supervisors who expect to be absent from the University for an extended period of time must make suitable arrangements

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with the student and the Program for the continued supervision of the student, or must request the Program or College to nominate another Supervisor.

7.8.2 Supervisory Committee Each student will have a supervisory committee nominated by the Program and approved by the Dean of Graduate Programs. The chair of this committee will be the College Dean, Graduate Program Chair or designate. The duties of the committee include recommending a program of study chosen in conformity with Program regulations, supervision of the dissertation, and participation in a final oral examination. The committee may conduct other examinations, and will recommend to the Dean of Graduate Programs whether or not a degree shall be awarded to the candidate.

The composition of the Doctoral supervisory committee is as follows: at least four members, including the academic supervisor. At least one member of the committee must be from outside the Program in which the candidate's research is being carried out.

7.9 Doctoral Candidacy Examination

Within two years of registration as a Doctoral candidate and at least six months before the final oral examination, a student must pass a candidacy examination. The purpose of this examination is to test the student's understanding of material considered essential to completion of the degree, and to test the student's competence to conduct the research which will culminate in the dissertation. The candidacy examination may be written or oral, or both, at the discretion of the Program. Individual Programs or supervisory committees may also require other examinations in addition to the candidacy examination. Examples of such examinations would be those to test competence in languages other than English, in statistics, in computing, or in other research skills. In some Programs there may be, in addition to the candidacy examinations, comprehensive examinations to be completed before the candidacy examinations, to test knowledge in the field.

The candidacy examination is a requirement of the Office of Research and Graduate Programs, and cannot be waived by any Program. However, the form, content, and administration of such examinations are determined by the individual Programs. While there may be wide variety in the content of candidacy examinations, the manner in which the examinations are constructed, conducted, and evaluated must be consistent within Programs.

Programs are responsible for providing students with a written statement of procedures, requirements, and regulations governing candidacy examinations. This information must be provided to Doctoral students at their initial registration, and must be on file with the Office of Research and Graduate Programs.

When a student has successfully completed the candidacy examination, the College Dean, Graduate Program Chair or Graduate Advisor is responsible for sending confirmation of the fact, signed by all members of the supervisory committee, to the Dean of Graduate Programs.

7.10 Final Oral Examinations

All Doctoral programs require a final oral examination. The regulations for such examinations are the same as for Master's programs, except as noted below.

7.10.1 Formation of the Examining Committee The final oral examining committee for the Doctoral degree shall consist of the Dean of Graduate Programs or designate as Chair, the supervisory committee, and an external examiner from outside the university, who will normally attend the oral examination.

Before the dissertation is forwarded to the external examiner, doctoral supervisory committee members shall each declare in writing to the supervisor and the Dean of Graduate Programs either that the dissertation is of adequate substance to warrant that the student proceed to the final examination or that the dissertation is unsatisfactory and that the student should not be allowed to proceed to the final oral examination. An evaluation of the dissertation's merits and deficiencies should accompany the declaration. A declaration of satisfactory does not constitute final approval of the dissertation. A judgement of unsatisfactory performance by a doctoral supervisory committee member will be reviewed by the Dean of Graduate Programs, but normally constitutes grounds for not sending a copy of the dissertation to the external examiner.

7.10.2 External Examiner A distinguished scholar with particular experience both in the field of the dissertation research and in supervising doctoral students shall be chosen as the external examiner. The student's supervisory committee shall make the recommendation, and the supervisor should then make an informal inquiry as to the prospective external examiner's willingness to serve. If the individual is prepared to serve, the nomination is then made by the Supervisor and the Graduate Program Chair to the Dean of Graduate Programs who makes the formal invitation to the external examiner.

The Dean of Graduate Programs will request that the external examiner provide a detailed report on the merits and deficiencies of the dissertation, as well as an overall evaluation using the same categories as those used by internal examiners. The external examiner is requested to present the report to the Dean of Graduate Programs within one month of the receipt of the dissertation. Adequate time must be allowed for the transmission of the dissertation and the receipt of the report. A judgement of unsatisfactory performance by the external examiner will be reviewed by the Dean of Graduate Programs, but normally constitutes a failed attempt of the dissertation defence.

The proposed external examiner must be in a position to review the dissertation objectively and to provide a critical analysis of the work and the presentation. It is therefore essential that the external examiner not have a current or previous association with the student, the supervisor, or the Program which would hinder this type of objective analysis. The external examiner should hold a PhD, hold an appointment with a recognized university or be a recognized scholar in their field, and have no affiliation (as described below) with the

student or the supervisor. The supervisor and the student must submit a declaration to the Dean of Graduate Programs that neither party has performed collaborative research work with the external examiner within the last five years. While the definition of “arm’s length” is left to the discretion of the Program, justification of the selection may be required by the Office of Research and Graduate Programs.

7.10.3 Changes in the Examining Committee The Dean of Graduate Programs must also approve changes to the membership of the examining committee. No changes shall be made to the examining committee after the dissertation is distributed by the Office of Research and Graduate Programs to the committee for examination. Should the dissertation not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and a new appointment shall be necessary.

7.10.4 Approval For Advancement to the Oral Examination The Office of Research and Graduate Programs must receive all examiners’ reports at least two weeks prior to the intended date of the oral examination.

7.10.5 Guidelines For Advancement to the Oral Examination When considering the candidate’s advancement to the final oral examination, the doctoral supervisory committee members may wish to use the following guidelines:

- a. If all the reports judge the dissertation to be satisfactory, advancement to the oral examination should be automatic. The Office of Research and Graduate Programs shall send copies of all reports to each doctoral supervisory committee member and also to the candidate.
- b. If one or more of the reports judge the dissertation to need major revisions, the Office of Research and Graduate Programs shall send copies of all the reports to doctoral supervisory committee member and the Graduate Program Chair. Two copies of all the reports are sent to the supervisor who shall provide one copy to the candidate. The doctoral supervisory committee members should strive to provide the supervisor and the candidate with specific advice about the nature and scope of the revisions required and any other pertinent matters (such as the time that should elapse before the dissertation will be accepted for reconsideration).
- c. If the doctoral supervisory committee members judge an unfavorable report by an external examiner to be unwarranted, they may recommend, through the Graduate Program Chair, that the Dean of Graduate Programs submit the dissertation to a second external examiner.

7.10.6 Requirements Prior to Oral Examination Scheduling The examination will normally be held at the Prince George Campus. Exceptions must have the unanimous agreement of all doctoral supervisory committee members and the student. Normally, the oral examination shall be open to all members of the University of Northern British Columbia community. In exceptional cases, the final oral examination may be closed, for example, when the results of the dissertation research must be kept confidential for a period of

time. In such cases, the doctoral supervisory committee members and Graduate Program Chair shall recommend such action to the Dean of Graduate Programs who may then approve that the final oral examination be closed to all but the examining committee and the Dean of Graduate Programs (or designate).

Candidate Information At least two weeks prior to the oral examination, the candidate must submit to the Office of Research and Graduate Programs the following information: biographical data (where and when born); outstanding points in career, awards, etc.; list of degrees obtained (where and when); the exact title of the dissertation; an abstract of the dissertation (not more than 350 words); and a list of publications. This information is used to advertise the oral examination.

Note: The above documentation should be submitted in electronic form.

Notice of Examination Except in the case of a closed examination and provided the information is received in sufficient time to meet publication deadlines, a notice of the candidate’s oral examination will be published. Students, staff and faculty members who are not members of the examining committee are invited and encouraged to attend the oral examination but are not permitted to participate in the formal questioning.

7.10.7 Format of the Examination The first part of the oral examination shall consist of an oral presentation by the candidate to include a summary of the salient points of the research within a time span of 25 to 30 minutes. This is followed by the questioning and examination of the candidate by the examining committee. The question period is normally about two hours in duration.

It is the responsibility of the Chair of the oral examination to pose questions raised by the external examiner (if not in attendance). The Chair of the oral examination may exercise discretion in allowing questions from the audience following completion of the formal examination.

7.10.8 Decision of the Committee Following completion of the formal examination, the candidate and audience are required to withdraw from the examination room. The examining committee members will consider their report and will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the dissertation.

The examining committee may exercise its discretion on the following matters: who must approve the required revisions, time limits for the completion of revisions, the necessity for a second oral examination, and any other matters. These matters should be summarized in a memorandum sent to the student by the Supervisor. Before being sent to the student, the memorandum should be circulated to the examining committee members for confirmation. It shall be the responsibility of a designated member of the oral examination committee (normally the supervisor) to ensure that all such revisions are completed before the copies of the unbound dissertation are submitted to the Office of Research and Graduate Programs for binding. The candidate will be recommended for the PhD degree

when the dissertation, accompanied by a signed statement from the supervisor that the required revisions are completed, is submitted to the Office of Research and Graduate Programs, providing all other degree requirements have been satisfied.

7.10.9 Report of the Committee The final judgment of the examiners on the dissertation and the oral examination shall be reported to the Dean of Graduate Programs in the term “pass” or “fail”. The dissertation must be passed by the external examiner and a majority of members of the examining committee. In the case of a failure for the dissertation at the PhD level a detailed written report will be prepared by the Chair and made available to the candidate and also submitted to the Office of Research and Graduate Programs.

A student who receives a failure on either the dissertation or the oral examination twice shall be required to withdraw from his/her doctoral program.

7.11 Degree Completion and Graduation

7.11.1 The University Senate grants degrees in May of each year. Each candidate for a degree must complete an Application for Graduation form and must pay the graduation fees (see Fees Section). Application for Graduation forms are available in the Office of the Registrar or from the website at www.unbc.ca/graduateprograms.

7.11.2 The deadline for completing all requirements for the degree is the final business day in April for Spring graduation.

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

- a. Completion of the program of study and meeting the grade point average requirements for the degree.
- b. Submission of two final copies of the dissertation. Regulations governing proper submission are set out in the *Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports*. Only the latest version of these instructions is valid. Students should obtain a copy from the Office of Research and Graduate Programs or from the Graduate Programs website at www.unbc.ca/assets/graduateprograms/current/defence/gr_300_formatting_guidelines.pdf.
- c. Signing of the approval pages for the student’s dissertation by the supervisor.
- d. Submission of an Application for Graduation form to the Office of the Registrar and an official degree audit completed by the University.
- e. Payment of all outstanding fees. Those students who have outstanding accounts will not receive their degree parchment or be issued transcripts. Students should be aware of the semester fee payment schedule for graduate degrees (see Fees Section).

Graduate General Regulations and Policies

I. 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 carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), 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 only for statistical purposes, 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 are able to ask Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada's website: www.statcan.ca or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

II. BC Freedom of Information and Protection of Privacy Act

The University of Northern British Columbia gathers and maintains information used for the purposes of admission, registration and other fundamental activities related to being a member of the UNBC community and attending a public postsecondary institution in the Province of British Columbia. Information provided to the University by students, and any other information placed into the student record, will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (1992).

III. Student Conduct Statement of Principles

1. Introduction

The University of Northern British Columbia ("University") is an academic community whose purpose is to search for knowledge through teaching, research, and the free exchange of ideas. As such, the University is committed to developing among its members an enduring sense of community rooted in a working and learning environment which emphasizes mutual respect and tolerance and which is free from discrimination, harassment, disruptive behaviour, and violence. The members of the University community include students, faculty, staff, administrators, governors, senators, and, in certain contexts, visitors. In order for the members of the University community to participate fully and effectively in the University's purpose, certain standards of conduct must be recognised and respected.

2. Purpose

The purpose of this policy is:

- a. to set out the standards of conduct which apply to student members of the University community in connection with their participation in University-related activities and behaviour while on any of UNBC's campuses;
- b. to establish procedures for investigating a complaint that a student has breached this policy;
- c. to provide penalties for those students who have breached this policy; and
- d. to identify the procedure which will govern an appeal by a student who has been found to have breached this policy.

This policy is intended to address major concerns about student misconduct and is not intended to interfere with faculty and administration's ability to deal with minor acts of misconduct in an informal and consensual manner, where appropriate.

3. Definitions

- a. "Campus life" is any activity that occurs as part of life on campus. This includes but is not limited to:
 - i. being present on campus, whether as a student or the guest of a UNBC student,
 - ii. living in Residence,
 - iii. working on campus,
 - iv. attending classes, university-sponsored events, student society-sponsored events,

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- v. conducting university-sponsored research or lab activity, and
- vi. operating a vehicle on campus
- b. “Director” is the Director, Student Success
- c. “University employee” is a faculty or staff member or a university security officer.

4. Statement of Principles

- a. Every student has the right to participate freely as a member of the University community subject only to reasonable conditions governing eligibility and the payment, when required, of appropriate fees or charges.
- b. Free participation in campus life requires the existence of an environment free from discrimination, violence and threats of violence, direct or indirect physical interference with one person by another person, intimidation, and verbal abuse, whether oral or written.
- c. Members of the University community must recognize and accept that the free exchange of ideas will involve exposure to the formulation and expression of ideas with which an individual is in fundamental disagreement or which an individual finds offensive. The University’s purpose requires that the formulation and expression of such ideas must be tolerated, provided that neither the formulation nor the expression of such ideas violates any generally applicable laws of Canada or British Columbia or any policies of the University. Toleration does not require acceptance of such ideas, nor does it preclude the formulation and expression of a critical response to such ideas, provided that neither the formulation nor the expression of such a response violates any generally applicable laws of Canada or British Columbia or any policies of the University.
- d. Student members of the University are expected to:
 - i. comply with the generally applicable laws of Canada and British Columbia;
 - ii. honour contractual obligations arising in connection with a student’s membership in the University community;
 - iii. comply with the applicable academic regulations of the University, and;
 - iv. comply with the University’s policies.
- e. This policy must be interpreted and applied in conformity with both the University’s purpose as an academic community and the above Statement of Principles.

5. Student Standards of Conduct

Within the framework set out in the Statement of Principles, acts of student misconduct subject to penalty under this policy include but are not limited to:

- a. threatening or engaging in behaviour that a reasonable person would perceive to be intimidating or offensive, or that may endanger the health or safety of students, faculty, staff or administration of the University;
- b. participating in disruptive action including but not limited to:
 - i. disrupting instructional activities including lectures, seminars, labs, examinations and tests;
 - ii. physically or verbally abusing another person;

- iii. repetitive or intrusive use of indecent, profane or vulgar language in a public place that disturbs others;
- iv. obstructing the rights and privileges of other members of the University community;
- v. disrupting campus life by electronic means, whether directly or indirectly;
- vi. obscenity.

- c. harming another person at or in connection with that person’s participation in campus life;
- d. misappropriating, converting, destroying, permanently defacing, or otherwise damaging University property, resources, or the property and resources of other members of the University community;
- e. possessing the property of other members of the University Community without proper authorization;
- f. forging, falsifying, misusing, or altering any University data or record whether in physical or electronic form;
- g. obtaining or using, whether directly or indirectly, University equipment, material, or services by fraudulent or other unlawful means;
- h. possession or use of intoxicants on campus, except within approved areas under the University’s Liquor Policy;
- i. possession for use or sale of illegal drugs;
- j. possession or use of firearms, fireworks, or other inherently dangerous objects on campus;
- k. failing to comply with the reasonable directions of a University employee or a University Security Officer, or a Police Officer when they are acting in performance of their duties at or in connection with campus life;
- l. breaching any law of general application of Canada or British Columbia in connection with campus life;
- m. aiding, abetting, or acting as an accomplice at or in connection with any prohibited conduct; and;
- n. any other misconduct which significantly interferes with the University’s operations.

6. Responding to Apparent Breaches of This Policy

Emergencies

If a student’s conduct appears to pose a threat to the student’s own safety or to the safety of another person, any person witnessing the conduct should contact campus security immediately. Where there is a risk of injury or harm to any person or property, the student whose conduct is in question may be required to leave the University’s property immediately pending and during an investigation into the alleged misconduct. Campus security must promptly prepare a Report to be given to the Director.

Reports of Allegations of Student Misconduct

University employees, including faculty, administration and staff may report allegations of student misconduct to the Director on the prescribed form.

Complaints of Allegations of Student Misconduct

Members of the University community who are not University employees (students, vendors, external stakeholders) may file a Complaint alleging that a student has engaged in misconduct, in breach of this policy. The person filing the Complaint will be known as the "Complainant." The person about whom the Complaint is made will be known as the "Respondent." Such a Complaint must be made to the Director on the prescribed form and must set out in detail the facts on which the Complaint is based. A Complaint must be made within 45 days of the last event which is the subject of the Complaint, unless the Director allows a longer period of time. In allowing a longer period of time the Director must consider the following factors:

- a. the reasons for the Complainant's delay in filing the complaint;
- b. whether there will be prejudice to the Respondent or another person as a result of the delay; and
- c. the seriousness of the misconduct alleged against the Respondent.

The Director will, upon receipt of the Report or the Complaint, consider the alleged acts of misconduct and decide:

- a. that the allegations, if true, do not constitute misconduct under this policy and decline to act on the Report or the Complaint;
- b. not to investigate the Report or the Complaint because the allegations are trivial or frivolous;
- c. that the allegations fall under another University policy or fall under both this policy and another University policy, in which case the Director must refer the Report or the Complaint to the University official responsible for the administration of the other University policy and consult with the other University official and determine an orderly method of proceeding that will ensure that all elements of the Report or Complaint will be investigated; and
- d. that the allegations in the Complaint or the Report should be investigated or otherwise addressed in accordance with this policy.

The Director will notify the person who made the Report or the Complaint of the decision.

Prior to investigating a Complaint and with the consent of the Complainant and the Respondent, the Director may refer a Complaint to mediation by a mediator appointed by the Director. If the Complaint is resolved, the resolution will be put in writing, signed by the parties and filed with the Director. If the Complaint is not resolved through mediation, the Director will investigate the Complaint.

Reports or Complaints of Criminal Misconduct

If the Director determines on reviewing a Report or a Complaint that the allegations may constitute one or more criminal offences, the Director must inquire as to whether the Complainant has reported or intends to report the allegations to the police. If the Complainant has reported or intends to report the allegations to the police, the Director will coordinate the University's investigation with the police investigation.

Investigation of Allegations in a Report or Complaint

In conducting an investigation, the Director will engage in detailed interviews of the person who filed the Report or the Complainant; and with the student about whom the Report is made or the Respondent; and with any other witness who the Director believes has information relevant to the investigation; and will review all documents which the Director identifies during the investigation as relevant to the investigation.

After concluding the investigation, the Director must prepare an Investigation Report for the Provost setting out findings of fact and a conclusion about whether those findings constitute a breach of this policy.

Duties of the Provost in Disciplinary Cases

On receipt of the Investigation Report, the Provost must deliver a copy to the Complainant and to the Respondent. Both the Complainant and the Respondent will be entitled to make a written submission about any matter contained in the Investigation Report. Any such submission must be delivered to the Provost within a time limit established by the Provost, always provided that the time limit must not be less than 5 working days and must be the same for both the Complainant and the Respondent. The Provost has the discretion to extend any time limit previously set.

After the deadline for any submissions has passed, the Provost must review the Investigation Report and all of the submissions received in the case of a Complaint and must make a decision. The Provost has the discretion to accept or vary the Director's conclusion.

If the Provost decides that a breach has not occurred or that the Complaint is trivial, the Provost will dismiss the Report or the Complaint. If the Provost decides that a breach of this policy has occurred, the Provost will decide on the appropriate penalty. The available options include, but are not limited to, the following:

- a. a written reprimand, which will form part of the student's permanent record;
- b. a performance contract;
- c. suspension for a specified period;
- d. suspension for an indefinite period, with or without the ability to apply for readmission to the University after a fixed period;
- e. eviction from UNBC Residences;
- f. prohibition from entering UNBC Residences;
- g. payment in part or for all of the costs for replacing or repairing damage to the University's property; and
- h. any other action deemed appropriate in the circumstances, including the provision of remedial measures to the Complainant (where applicable).

If the disciplinary response involves any form of suspension, the President must review the Director's Investigation Report and any submissions made by a Complainant and a Respondent and make the decision.

7. General Matters

Nothing in this policy affects the President's authority under the University Act to suspend a student or to deal summarily with a matter of student discipline.

It is a serious act of misconduct to file a false and malicious Complaint under this policy or to file a Complaint solely for the purpose of retaliating against another person. Similarly, it is a serious act of misconduct to retaliate in any manner against a person for filing a Complaint or a Report or responding to a Complaint or a Report or for participating in a proceeding under this policy. The University will respond to all such acts of misconduct under the terms of the policies and contracts governing the University's relationship with the person who has engaged in the misconduct.

8. Appeal of a Decision Imposing Discipline under the Student Conduct Statement of Principles

A student who is subject to a penalty imposed by the President or Provost (or delegate) (the "Decision Maker") under Regulation and Policy III, Student Conduct Statement of Principles ("Student Conduct Policy"), may appeal to the Senate Committee on Student Discipline Appeals ("SCSDA"). The SCSDA is the final adjudicator of appeals under the Student Conduct Policy.

A copy of the procedures for appeals under the Student Conduct Policy is available from the Office of the Registrar. Please note that the procedures include a 15-day time limitation for filing a notice of appeal.

Appeals of academic decisions under Regulation and Policy V: General Academic Regulations and appeals of decisions under Regulation IV: Harassment, Discrimination and Diversity Initiatives are addressed under those regulations and policies.

9. Grounds for an Appeal under the Student Conduct Policy

An appeal to the SCSDA is not a full re-hearing of the decision to impose discipline. A student's appeal of the imposition of discipline under the Student Conduct Policy to the SCSDA must be made on one of more of the following bases:

- a. The Decision Maker incorrectly applied a University policy and, as a result, the decision was unfair;
- b. The student has material evidence that was not reasonably available prior to the time of the decision under appeal, and knowledge of that evidence would probably have led to a different decision;
- c. During the process leading up to the imposition of discipline the student did not know the substance of the complaint and was not given, at some point in the process, a reasonable opportunity to respond, or the process was otherwise procedurally unfair.

10. Standards of Review

The SCSDA will review the Decision Maker's decision on one or more of the three grounds of appeal listed above, with regard to the standards of review listed below.

- a. Where the appeal is under 9 a., the appropriate standard as to whether the Decision Maker misapplied a University Policy is correctness. The standard of review as to whether the decision was, as a result, unfair, is reasonableness; that is whether a reasonable person, knowledgeable about the facts, would perceive it to be unfair to let a decision based on the incorrect application of the policy stand.
- b. Where an appeal is under paragraph 9 b., the appropriate standard of review is reasonableness; that is whether a reasonable person, knowledgeable about the facts, would perceive it to be unfair to let a decision made without consideration of the new evidence stand.
- c. Where an appeal is under paragraph 9 c., the appropriate standard of review is reasonableness; that is whether a reasonable person, knowledgeable about the facts, would perceive the process to be unfair.

11. Outcomes

An appeal under the Student Conduct Policy will result in one of the following three outcomes:

- a. The Chair of the SCSDA, in consultation with the Registrar, may dismiss the appeal on a preliminary basis, on the basis that the appeal is frivolous, vexatious or an abuse of process;
- b. The SCSDA may uphold the disciplinary decision;
- c. The SCSDA may refer the matter back to the Decision Maker for further decision, or for further investigation and then further decision, as the Decision Maker may determine.

In all cases, where an appeal is allowed, the original penalty will remain in effect until the matter is reconsidered and a further decision is made by the Decision Maker.

IV. Harassment, Discrimination and Diversity Initiatives

The University of Northern British Columbia is committed to providing a working and learning environment in which all students, staff and faculty are treated with respect and dignity. The University of Northern British Columbia acknowledges the right of all individuals in the University community to work or learn without discrimination or harassment because of race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, political beliefs or criminal or summary conviction offense unrelated to their employment. An approved policy, available at www.unbc.ca/assets/policy/diversity/harassment_and_discrimination_final.pdf, applies to all members of the UNBC community and is administered by the Harassment and Discrimination Advisor. For further information or assistance please contact the Harassment and Discrimination Advisor 250-960-6618.

V. General Academic Regulations

Note: Graduate students are directed, as well, to the Graduate Programs Admissions and Regulations section of this Calendar.

1. Purpose of Academic Regulations

UNBC is committed to high academic standards as well as to assisting students to achieve their educational goals.

The Academic Regulations provide the framework within which academic programs are completed, and offer academic guidance along the program path.

The University reserves the right to add to, to alter, or to amend these regulations at any time.

2. E-mail Communication

E-mail is one of the official means of communication between UNBC and its students. All students are assigned a UNBC e-mail address upon course registration. The e-mail address assigned to a student by the University will be the only e-mail address used by UNBC for communication with students for academic and administrative purposes. Students are responsible for checking their UNBC e-mail account regularly so as to remain current with administrative and academic notifications. It is the student's responsibility to ensure that time-critical e-mail is accessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail address, it is the student's responsibility to ensure that the alternate account is active.

3. Full-Time Studies

A full-time graduate student during any one of the academic semesters is one who is either enrolled in courses totaling a minimum of six credit hours during a single semester or working on a dissertation, thesis, or comprehensive examination (Master's level only) project during a semester (see Graduate Programs Admissions and Regulations section).

4. Part-Time Studies

A part-time graduate student during any one of the academic semesters is one who is enrolled in courses totaling less than six credit hours during a single semester, and who is not working on a dissertation, thesis or project (see Graduate Programs Admissions and Regulations section).

5. Class Attendance

Students are expected to attend classes on a regular basis. Instructors may establish attendance requirements for each class. These expectations must be defined in the course syllabus.

6. Official and Unofficial Transcripts

Official transcripts are confidential and are only released on written request from the student. Transcripts issued to an institution, company, or agency are mailed directly to their address, or held for pick-up at the Office of the Registrar in confidential envelopes marked 'Official Transcript'. Third-party requests must be accompanied by a signed authorization from the student.

Each transcript will include the student's complete record at the University. Since credit earned is determined on the results of final examinations, a transcript will not include results of mid-term examinations.

Transcripts will not be released without payment of the required transcript fee, and/or if there is an outstanding financial obligation.

Requests for transcripts can be made online through UNBC Online Services <https://www.unbc.ca>, or by completing a Transcript Request Form available in the Office of the Registrar. There is a 3 business day turnaround for transcript requests.

Unofficial transcripts are available to students directly through Online Services at www.unbc.ca.

7. Evaluation of Transcripts

The evaluation of transcripts is the responsibility of the Office of the Registrar.

8. Criminal Records Review

Under the requirements of the Criminal Records Review Act (2008) UNBC requires, as part of the application process, criminal record reviews for applicants to program areas that involve working with children or other vulnerable persons. The cost of this search is the responsibility of the student. Criminal Records Search forms are available in the Office of the Registrar. Results which identify relevant criminal convictions may disqualify an applicant from admission into a program. Submission of a Criminal Records Search at the point of admission does not preclude either the program or provincial certification bodies from requesting a subsequent Criminal Records Search prior to field placement or professional registration.

Criminal Records Searches are requirements for the following Graduate programs:

- Community Health Science (MSc)
- Disability Management (MA)
- Counselling (MEd)
- Nursing (MScN, MSCN:FNP)
- Social Work Programs (MSW)

9. Student Access to Official University Record

Students have the right to inspect their Official University Record, including the student file, under the supervision of a staff member and as maintained by the Office of the Registrar. Students have the right to have access to their financial assistance file, as maintained by the Financial Aid and Awards Office under the supervision of a staff member. Assessment reports and letters of reference submitted by third parties in support of students applying to Graduate programs will not be available for inspection. Students may inspect their Official University Record during normal office hours, and upon advance request in writing. When students inspect their original records, examination will be permitted only under conditions that will prevent alteration or mutilation. In the event of a dispute as to the accuracy of the information maintained in their Official University Record, a student may appeal to the Registrar.

10. Registration After the Published Revision Deadline Date

No graduate student is permitted to alter their registration for any course after the last date to revise registration as published in the Calendar except on the express written permission of the instructor and the Dean of Graduate Programs.

11. Change of Grade after Submission of Final Grades

Except for grade changes resulting from formal Academic Appeal, any changes in final grade after the initial grade submission must be transmitted to the Office of the Registrar through the Dean of Graduate Programs.

12. Repeating Courses

Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the Dean of Graduate Programs on the recommendation of the supervisory committee. In the event that a course is repeated, it is the second grade earned which will be used in the grade point average calculation.

13. Graduation

- a. Students must apply to graduate. The Application for Graduation Form must be received by the Office of the Registrar no later

than March 1 of the calendar year in which graduation is contemplated, accompanied by the appropriate (non-refundable) graduation fee.

- b. Students who have any outstanding obligation to the University are not permitted to graduate. Outstanding obligations include, but are not limited to, the following:
 - tuition fees owing,
 - library or other fines,
 - outstanding library loans,
 - outstanding equipment or other loans.

14. Grounds for Withholding Official Transcripts

In instances of non-payment of any portion of tuition, prescribed fees or University library fines and/or bills, or of delinquency in the return or replacement of University property on loan, or non-repayment of cash advances or loans, or violation of a residence license agreement, the University shall not permit a student to register for further courses, and shall not issue an official transcript. The above prohibitions shall be in force until such time as indebtedness to the University has been cleared to the satisfaction of the University.

15. Grading

Each course taken for academic credit is assigned a final grade at the end of the semester. The final grade for each course will be indicated by a letter grade on the student's transcript.

Grade Point Average: Grade Point Average (GPA) is a method of expressing a student's academic performance as a numerical value. Each letter grade is assigned a numerical equivalent, which is then multiplied by the credit hour value assigned to the course to produce the grade point.

Semester Grade Point Average: Semester Grade Point Average (SGPA) is computed by dividing the total number of grade points earned by the total number of credit hours taken in a semester.

Cumulative Grade Point Average: The UNBC Cumulative Grade Point Average (CGPA) expresses performance as a numerical average for all UNBC courses for all semesters completed. The CGPA is calculated by dividing the total number of grade points earned to date by the total number of credit hours undertaken to date. (Letter grades of P or W are not assigned a numerical value and are not used in calculating the grade point average.) See Academic Regulation 12 (Repeating Courses) for the treatment of repeated courses in GPA calculations.

Calculation of Grade Point Average

The following is an example of how a student's GPA is calculated at the end of a semester:

1.	PSYC 600-4	B	3.0	4 credit hours x 3.0	=	12.00
2.	PSYC 610-3	A+	4.33	3 credit hours x 4.33	=	12.99
			Total	7 credit hours	=	24.99
			Semester GPA: $24.99/7 = 3.57$			

Grading System – Graduate Students

UNBC Grade Point	Letter Grade	Percentage	Definition/ Standing
4.33	A+	90 -100%	
4.00	A	85-89.9%	Excellent
3.67	A-	80-84.9%	
3.33	B+	77-79.9%	
3.00	B	73-76.9%	Good
2.67	B-	70-72.9%	

Passing grade is B- for all courses taken towards a graduate degree. Courses in which achievement is less than B- are assigned a letter grade of F. Individual programs may set higher standards.

The following are not included in academic average:

P	Passing grade	credit awarded
AEG	Aegrotat standing	credit awarded
DEF	Deferred grade	no credit awarded
W	Withdrawn	no credit awarded
WE	Withdrawn under extenuating circumstances	no credit awarded
AUD	Audit of course	no credit awarded
INP	Course project or Thesis work in progress	
NGR	No grade reported	

The CGPA provides the numerical value used to determine good academic standing or academic probation.

Graduation Requirement: In order to graduate, a student must have the minimum cumulative grade point average required by the student's program, and also have satisfied non-course-based requirements of the program.

16. International Exchange Grading

In the case of a formal exchange, the grades from an exchange university are reported using a PASS/FAIL grading system and are not counted towards a student's UNBC CGPA.

17. Academic Distinction

Each year a very small number of students will be graduated with Distinction. Selection criteria take into account the student's overall academic record and, as appropriate, the quality of the thesis; and are applied by a Dean's Committee on Graduate Honours chaired by the Dean of Graduate Programs. Students do not apply for graduation with distinction.

18. Examinations

- When a graduate course has a final examination, the examination shall normally be worth at least 25% of the total course marks.
- With the exception of laboratory, clinical or practicum-based final examinations, tests worth, aggregate, more than 10% of the final grade must not be administered during the final week of classes. During the last two weeks of classes, major papers or projects must not be newly assigned.
- Students are required to write no more than two final exams in any one 24-hour period. When a course has a final examination, it must be given during the scheduled examination period.
- Final exams are no longer than three hours in duration. Exceptions must be approved by the Program Chair.
- College Deans may make exceptions to this policy in extraordinary cases. Such exceptions must be made at the beginning of the semester, and have the approval of the Program Chair.

19. Conduct in Examinations

Students must be prepared to present appropriate identification upon entering the examination room. Appropriate identification is defined as a UNBC student card and/or some other form of photo identification acceptable to the proctor. The following regulations apply to the conduct of examinations:

- Books, papers, or other materials or devices must not be in the possession of the student during an exam except by the express permission of the examiner. Specifically, without such permission, no laptop computers, mobile phone sets, handheld electronic devices or the like may be in the possession of the student in the examination room (see Regulation 23 (b)).
- No candidate is permitted to enter the examination room more than 30 minutes after the beginning of the examination, or permitted to leave within 30 minutes after the examination has started.
- Candidates must not communicate in any way with other candidates in the examination room.
- Candidates must not leave their seats, except when granted permission by the proctor.
- Candidates must turn in all materials, including rough work, upon leaving the examination room.
- Food and beverages other than water are not permitted in the examination room.

20. Student Access to Final Examinations

The instructor will, on request by a student, informally review the final examination with the student after the semester grade has been released.

Final examinations will be retained by the instructor for a period of one year after the examination period, after which time they may be shredded or destroyed by other acceptable means.

Regulations and Policies

21. Religious Holidays/Examination Schedule

In some instances, students may find themselves, for religious reasons, unable to write a final examination on a scheduled day. If the final examination cannot be rescheduled to avoid the conflict, the student concerned shall be evaluated by other means, which may include another examination scheduled at a different time. Students must complete the appropriate form and notify their instructors of a conflict at least two weeks prior to the examination period.

22. Final Examinations Missed

Satisfactory explanation, with supporting documentation as appropriate, for any final examination missed must be made by the student or designate to the Office of the Registrar within 48 hours from the time the examination was written.

Within 48 hours of receiving a submission, the Registrar (or designate) may direct the Program under which the course is offered to arrange the writing of a special examination in the case of an examination which was missed.

Normally, for explanations of sickness, a doctor's certification is required.

23. Deferred Examinations and Grades

Students may apply for a deferred examination or a deferred status to complete required term work if medical or compassionate reasons prevent attendance at an examination or completion of assignments. Written application for a deferment, along with supporting documentation and written approval from the Instructor and Program Chair, should be received by the Office of the Registrar without exception before the date of the final examination; after that date, Academic Regulation 21 (Final Examinations Missed) applies. Forms for deferred status are available to Faculty from the Office of the Registrar. If a student is granted a deferral, the exam must be written or the assignment(s) completed and graded before the last day of classes in the following semester, unless prior arrangements have been made with the Instructor and notification has been submitted to the Office of the Registrar. If a student is granted a deferral but does not complete the required work, or does not appear for the examination, a grade of F will be assigned. If a student's request for deferred status is refused, the instructor will submit a final grade.

24. Academic Offenses

Any conduct that violates the standards of the University as set out in the Graduate University Calendar, particularly those related to academic honesty, is a serious offense. The formal processes set out in these Regulations are to be followed. The Senate Committee on Academic Appeals provides for impartial review of decisions made at lower levels as defined in these Regulations. Minimum sanctions for an academic offense includes reprimands and reduction of grades; the maximum sanction is dismissal from the student's academic program or suspension from the University (see Academic Regulation 24 (Academic Sanctions)). Such offenses include, but are not limited to the following:

- a. **Plagiarism:** Plagiarism occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior written and signed approval of the current course instructor.
- b. **Cheating:** Cheating takes numerous forms and includes, but is not limited to, the following: copying from another student's work or allowing another student to copy from one's own work; obtaining a copy of an examination before it is officially available; misrepresenting or falsifying references, citations, or sources of information; knowingly recording or reporting false or invented empirical or statistical data; and possession of notes, books, diagrams or other aids during examinations that are not authorized by the examiner (See Regulation 39(a)).
- c. **Submitting False Records:** Knowingly submitting false medical or criminal records, transcripts, or other such certificates or information.
- d. **Withholding Records:** Non-disclosure of previous attendance at a post-secondary institution, and of the transcript of record pertaining thereto, or of other documentation required by the University.
- e. **Misrepresenting One's Own Identity:** Impersonation or the imitation of a student in class, in a test or examination or class assignment. Both the impersonator and the individual impersonated may be charged.
- f. **Falsification of Results:** The falsification of laboratory and research results.
- g. **Submission of False Information:** The submission of false or misrepresented information on any form used by the University or an agent thereof.
- h. **Aiding or Abetting** any of the above academic offences.

25. Procedure on Suspicion of an Academic Offence

- a. An instructor invigilator, or administrator who suspects plagiarism, cheating, or any other academic offence, and has evidence to support the accusation, will review the contents of the student's file in the Office of the Registrar to determine whether the record indicates a prior academic offense, and will obtain a copy of the UNBC Report Form for Academic Misconduct. The instructor or administrator then will contact the student to inform the student fully of the offence and to present the evidence for it. The student may request that a third party (for example another faculty member, a teaching assistant, a staff member, or the ombudsperson) be present at this or any subsequent meetings.
- b. If the issue is resolved at this level, the faculty member or administrator will fill in Part A of the UNBC Report Form for Academic Misconduct and forward it to the Office of the Registrar to be placed in the student's file. Discussions with the Chair or Dean may be held at the request of either the faculty member or the student, and the Dean may also be brought in at any stage if requested by either party.
- c. If the matter is not resolved between the student and faculty member or administrator, it will be discussed by the student, faculty member, and the Chair of the program involved or, in

the case of professional programs that have their own internal appeals committees, reviewed by those committees. After these discussions or reviews, the Chair and Dean will complete Parts B and C respectively of the Report Form for Academic Misconduct. Whether or not a penalty is imposed, a copy of the Report Form will be placed in the student's file in the Office of the Registrar, and copied to the student.

- d. The student may appeal any lower level decision to the Senate Committee on Academic Appeals (see Academic Regulations 49, 50).

26. Academic Sanctions

"Every student accepted for registration at the University of Northern British Columbia shall be deemed to have agreed to be bound by the regulations and policies of the University and of the Program in which that student is enrolled" (Academic Calendar notices, p.1). A student not adhering to the University's Regulations and Policies shall be subject to academic sanctions. A range of penalties is described below:

- a. **Reprimand:** This is a written warning to a student from the Instructor, Program Chair or the Dean of the College that the student's behaviour is considered unacceptable to the University and that a record of the unacceptable behaviour has been placed in the student's file in the Office of the Registrar.
- b. **Reduction of Grade:** A reduction of grade, including assigning a failing grade, may be applied to an examination, test, or assignment or course to which an offense is relevant and will be decided upon by the instructor, in consultation as may be appropriate with the Chair or Dean.
- c. **Suspension:** A student's Dean may recommend suspension, either for a specified period or indefinitely, to the President. On the recommendation of the Dean, the President may suspend a student from the University, either for a specified period or indefinitely. Prior to the President's decision becoming final, the student will be informed in writing of the recommendation. The student will be given 15 working days following such notification to lodge an appeal before the President's final decision becomes effective. Any such appeal must be made in writing to the Registrar and will be reviewed by the Senate Committee on Academic Appeals. Once the matter of suspension is final and upheld, a permanent notation will be placed on the student's transcript.

27. Academic Appeals - Definition

Academic appeals deal with the evaluation of a student's academic work: course grades, grades assigned on research papers and other course work, the outcome of written and oral thesis examinations, the results of an assessment to determine if a student's academic performance warrants continued enrolment in his/her Graduate Program, the outcome of a language examination, and any other academic assessment or evaluation that may be carried out within a Graduate Program.

28. General Procedure on Academic Appeals

- a. It is expected that, where appropriate and possible, a student will attempt to resolve a problem informally with the instructor or the appropriate person before initiating a formal appeal process.
- b. Appeals must be submitted in writing, within 15 working days of the action or decision being appealed.
- c. The person to whom the appeal is addressed will normally be a course instructor (for appeals of grades) or a supervisor (in the case of other appeals as listed in Academic Regulation 23 above). This person must acknowledge receipt of the appeal in writing within 10 days.

29. Appeals Process

All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within 15 working days of the receipt of the decision in question. The student's written appeal must state clearly the decision being appealed, the reason(s) why the decision is considered to be unfair, what decision would be considered fair, and why it would be fair. It is incumbent upon the student to advise the University, via the Office of the Registrar, of their current contact information. All written appeals to the Senate Committee on Academic Appeals should indicate whether an in-person hearing is being requested. Otherwise, cases are adjudicated on the basis of the written submissions.

30. Senate Committee on Academic Appeals: Procedures

The Senate Committee on Academic Appeals follows the principles of natural justice. That is, its procedures are fair and open, appropriate to the matter under consideration, and provide the opportunity for those affected to put forward their views fully for consideration by the Committee. Following these principles, the Committee develops its own procedures and practices to conduct appeals and is not constrained by strict rules of procedure and evidence.

A quorum consists of a majority of voting members, including at least one student member and two faculty members. No faculty or student committee member with previous direct involvement in the case may hear the appeal. The appellant has the right to challenge the neutrality of any member of the Committee scheduled to hear his/her appeal. The Chair, with the advice of the Committee, will rule on the validity of the challenge.

If the appellant requests an in-person hearing, the interested parties (e.g., the course Instructor(s), Chair and/or Dean) will be notified and may also appear at the appeal, when available. Appeals shall be based on the appellant's written submission (all relevant evidence and documentation related to the matter which is under appeal, and all relevant information contained in the student record). New evidence cannot be presented at the hearing.

Regulations and Policies

If the appellant asks to be present at the hearing yet fails to appear before the Committee on the appointed day and time, the Committee may, without further notice, proceed to hear the appeal based on the written submission. If there are compassionate or medical grounds for nonappearance, the Chair or the Secretary to the Committee must be notified immediately. The Chair will determine the acceptability of these grounds and whether the appeal hearing should be postponed.

All forms of adjudication are held in the strictest confidence and normally are attended only by members of the Committee and the parties to the particular appeal. Upon written notification to the Senate Committee on Academic Appeals, appellants may be accompanied by an additional party for the purpose of personal support.

Neither the appellant nor the University shall have the right to representation by legal counsel during appeal hearings except by permission of the committee Chair. The Chair, at the Chair's sole discretion, may allow legal representation where he or she judges the circumstances of the case to be exceptional.

The Secretary to Senate, in consultation with the Committee Chair as appropriate, reviews each request to hear an appeal before any hearing or adjudication. This review is intended to ensure that the nature of the appeal is consistent with the mandate of the Committee and to ensure that the appeal is both valid and could not be resolved by other means. In some instances the review may lead to a reversal of the decision before review, while in other instances it may indicate there are insufficient grounds for an appeal or that further documentation is required. In all cases, however, any decision to hear or not to hear an appeal rests with the Committee.

The Senate Committee on Academic Appeals reviews decisions made at lower levels when requested to do so by the appellant. Normally it rules in two areas. It considers whether appropriate and fair adjudication was exercised in respect of a case and, where it concludes that there was unfairness, it may direct a readjudication using a procedure that it prescribes as being appropriate and fair. It considers whether the penalty assessed was consistent with University Regulations and practice and was not pernicious and, where it concludes that there was a lack of consistency or an unreasonable response, it may state its concerns clearly and direct a reconsideration. The Committee may act, whether a reconsideration has been directed or not, to overturn or to support a decision. Whatever the matter under consideration, the Committee and all parties to the appeal are provided by the Registrar with the same information, sufficient to permit a meaningful hearing. The Committee maintains a record of its deliberations and provides the reason(s) for its decisions.

31. Appeal of Term Grades While Course is in Progress

Students who have reason to believe their term grade, while a course is in progress, is inaccurate should meet with their course instructor immediately. If both the instructor and the student agree, on the basis of an informal review, the matter is thereby concluded and a change of grade is submitted if necessary.

Students who wish to appeal grades other than final grades, formally, should initiate the following process:

- a. The student obtains an Academic Appeals Form from the Office of the Registrar and submits it to the Program Chair.
- b. The Chair meets the instructor(s) on the matter, obtains the instructor's(s') comments and adds the Chair's comments.
- c. If no resolution favourable to the student is reached within seven working days, the Chair, without delay, submits the form to the Dean.
- d. If no resolution acceptable to the student is reached within seven working days, the Dean, without delay, submits the form to the Registrar for advancement to the Senate Committee on Academic Appeals.
- e. At any stage in the process, the student may choose to withdraw the appeal by notifying the Registrar.

An appeal may result in a higher, equal or lower grade. The final recourse for all appeals is the Senate Committee on Academic Appeals.

32. Appeal of Final Grade

Students who have reason to believe their final grade in a course, once released by the Office of the Registrar, is inaccurate should meet with their course instructor immediately, if possible (see Academic Regulation 40). If instructor and student agree, on the basis of an informal review, the Office of the Registrar is advised of a grade change and the matter is thereby concluded.

Students who wish to appeal their final grade, formally, should initiate the following process:

- a. The student obtains an Academic Appeals Form from the Office of the Registrar and forward submits it to the Program Chair.
- b. The Chair meets the instructor(s) on the matter, obtains the instructor's(s') comments and adds the Chair's comments.
- c. If no resolution favourable to the student is reached within seven working days, the Chair, without delay, submits the form to the Dean.
- d. If no resolution acceptable to the student is reached within seven working days, the Dean, without delay, submits the form to the Registrar for advancement to the Senate Committee on Academic Appeals.
- e. At any stage in the process, the student may choose to withdraw the appeal by notifying the Registrar.

An appeal may result in a higher, equal or lower grade. The final recourse for all appeals is the Senate Committee on Academic Appeals. Evaluation of a student's academic performance for continued enrolment will not be done prior to the completion of a grade appeal process, if the grade in question is pertinent to the said evaluation.

33. Appeals Concerning Academic Program Matters

In the case of appeals concerning matters other than those listed above, the following procedures shall be followed:

- a. The student must meet with the supervisor, or the supervisory committee, or the Chair of the Program as appropriate (or, if the instructor is also the supervisor, the Chair, or, if the Chair is the supervisor, the College Dean, or, if the College Dean is the supervisor, the Provost) in an attempt to resolve the matter. Within 5 days of the meeting, the Chair of the Program (or College Dean) must send a written report of the meeting to the Dean of Graduate Programs, with a copy to the student. The report shall notify the Dean of Graduate Programs of the particulars of the case, and of the result of the meeting.
- b. If, after the process set out in 26.a) is completed, the student is unsatisfied with the result and wishes to continue the appeal, a written notice of the student's intention must be sent to the Dean of Graduate Programs within 15 days of receiving the letter from the Chair or other appropriate official. The Dean will acknowledge receipt of the notice within 5 days of receiving it.
- c. The Dean of Graduate Studies will conduct an investigation of the matter. In the course of this investigation, the Dean may ask for written reports from each member of the Committee. Committee members may submit reports even if not asked to do so. Copies of all reports will be made available to the student. After reviewing these reports, the Dean of Graduate Programs will come to one of the following decisions:
 - i. If the Dean is convinced that the process was appropriate, and that the reports clearly indicate academic deficiencies on the part of the student for which the original decision which led to the appeal was appropriate and reasonable, the Dean may decide to uphold the decision.
 - ii. If the Dean is convinced that the examination or other assessment process was flawed or improper, the Dean may order a re-examination or other re-evaluation as appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by the Dean.
 - iii. If the Dean is convinced that the examination or other process was correct, but that factors other than academic merit may have influenced the decision, the Dean may order a re-examination or a re-evaluation, as he/she deems appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by the Dean.
 - iv. If the Dean is convinced that a new examination or evaluation is unlikely to resolve the issue, or if the result of the new examination or evaluation is appealed, he/she may, with the consent of the Program, appoint external assessors to evaluate the student's performance.

- v. In all cases concerning appeals, a further appeal may be made to the Senate Committee on Academic Appeals which shall deal with it according to its rules of procedure (see Academic Regulation 28).

34. Appeals Concerning Academic Relationships

Appeals may arise out of other difficulties involving the academic relationship between students and faculty members. It is sometimes necessary, for instance, for a student to change supervisors, or a student may have other difficulties with a supervisor, or a student may have difficulties of a personal nature with a faculty member. Because the personal and professional relationship between student and faculty member can become entangled, and because problems of this sort can be perceived as potentially career-threatening by a student, there is a need for a process by which a student can seek mediation and resolution in such cases. Because each is different, and because a formal committee procedure as outlined under Academic Regulation 24 may not be appropriate in such cases, the following procedure shall be followed:

- a. A student experiencing such difficulties should attempt to resolve them informally at the level of the individual instructor or the Program Chair.
- b. If this cannot be done, or if the nature of the problem is such that the student does not wish to attempt it, the student should seek the advice of the Dean of Graduate Programs, who shall follow one of the following procedures:
 - i. If the Dean of Graduate Programs thinks it advisable, the Dean shall seek to bring about a solution through informal means.
 - ii. If in the opinion of the Dean of Graduate Programs the complaint is invalid, the Dean of Graduate Programs shall advise the student of this opinion, and take no further action.
 - iii. If in the opinion of the Dean the complaint is valid but an informal solution is unlikely, or if the Dean has attempted an informal solution and has failed, he/she shall advise the student of this fact.
 - iv. In the case of 31.b) ii) and 31.b) iii), the student may choose not to proceed further, or the student may choose to proceed with the matter. In the latter case, the student shall make a written complaint, through the Registrar, to the Senate Committee on Academic Appeals which shall consider it according to its rules of procedure.

35. University Closure/Weather

On rare occasions, the President (or designate) may elect to close the University due to inclement weather or other human or natural circumstances. In such circumstances, classes and examinations will be formally cancelled and will be rescheduled. Assignments due on the date of the closure must be submitted on the next day that the University is open.

Graduate Programs

Business Administration

Han Donker, Associate Professor and Chair
Paul Bowles, Professor
Raymond Cox, Professor and MBA Director
Steven Cronshaw, Professor
Waqar Haque, Professor
Sungchul Choi, Associate Professor
Ajit Dayanandan, Associate Professor
Balbinder Deo, Associate Professor
Rick Tallman, Associate Professor
Jing Chen, Assistant Professor
Elizabeth Croft, Assistant Professor
Xin Ge, Assistant Professor
Alex Ng, Assistant Professor

Website: www.unbc.ca/mba

Business Administration (MBA)

The MBA is recognized worldwide as the hallmark of the management professional. Graduates of the UNBC MBA program develop a well-rounded understanding of the skills needed by leaders of private and public sector organizations, and the challenges facing enterprises in general, and northern ones in particular. The program is designed to allow professionals to complete their degree within two years while continuing to work full-time. During the first year of the program, students are introduced to the major disciplinary areas within the field of business, including strategy, economics, accounting, finance, organizational behaviour, marketing, and operations management. This part of the program builds the broad base of knowledge and skills required by senior management.

During the second year of the program, students gain a broad understanding of the global, legal and ethical environment in which organizations operate, and of the challenges facing organizations. In the context of northern British Columbia, there are economic, social, and environmental challenges confronting small and rural communities participating in a resource-based economy. Through the development of leadership and management capabilities, the MBA Program helps the communities and organizations of central and northern British Columbia to achieve sustainable success and prosperity in a changing and complex world.

A capstone practical business research project is required to complete the MBA degree.

Course participants have the opportunity to focus on individual interests during the MBA Project. Working under the supervision of a faculty member, students complete a major research project, applying relevant theory to the study of a substantial organizational problem or issue.

Course work during the MBA program normally includes work assessed on an individual and group basis. Enterprise problems are seldom completely resolved through individual effort, and group work reinforces and enhances individual ability to work within multi-disciplinary teams.

The students in the MBA program reflect the social and cultural diversity of British Columbia and Canada, an enduring source of strength for our nation. Students will develop an appreciation and respect for the diverse perspectives and ways of understanding the world that their fellow students bring to the program.

Delivery of course material reflects the work and home life demands of participants. Course content is delivered through workshops which are scheduled to facilitate attendance and minimize the need for work-release. Workshops are compulsory, and may require weekend, evening, and summer attendance.

Admission Requirements

The number of spaces in the MBA program each year is limited to facilitate quality interaction with faculty and to enrich learning for every student. Admission is by a selection process based on criteria described below.

In addition to the admission requirements outlined in Section 1.0 of the Graduate Academic Calendar, candidates are required to provide:

- Evidence of a minimum of three years of work experience in a managerial or professional position;
- Three letters of reference from academics, colleagues, supervisors or significant clients;
- Demonstrated proficiency in English, as stipulated in Section 1.1 of the Graduate Studies Admission and Regulations, is required.

Recommended

- A Graduate Management Admission Test (GMAT) score report (expected minimum score 550). (The GMAT test is recommended but not required).

Application deadlines are found in this calendar under "Semester Dates," online at www.unbc.ca/calendar/graduate/ (also under "Semester Dates"), and at the School of Business web page at www.unbc.ca/commerce. The MBA Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Exceptional Admission

Under special circumstances, candidates who either lack a formal degree or do not meet the grade point average requirements, but who have other outstanding qualifications, such as a professional designation, may be eligible for admission. For these candidates, a personal interview is required. The personal interview is designed to assess the applicant's business skills and knowledge.

Recommended Progression

The program is designed in a two-year modular format, preceded in some instances by a pre-MBA stage.

Pre-MBA Stage

Students selected who lack specific core skills in key quantitative or qualitative areas are required to supplement or refresh their skills through a program of study established at the time of their application. The pre-MBA program is individually tailored and determined by the Business Graduate Curriculum Committee before an offer of conditional admission into the program is made.

Required Courses for the First Year

COMM 603-3	Business and Corporate Strategy
COMM 610-3	Accounting
COMM 620-3	Corporate Finance
COMM 632-3	Organizational Behaviour
COMM 640-3	Marketing
COMM 650-3	Operations Management
COMM 690-3	Northern Business Issues
ECON 608-3	Managerial Economics

Required Courses for the Second Year

COMM 701-3	Strategy Implementation
COMM 703-3	International Business
COMM 725-3	Financial Management
COMM 735-3	Law, Governance and Ethics
COMM 736-3	Human Resource Management and Industrial Relations
COMM 755-3	Management of Technology

Required Project

COMM 799-6	MBA Project
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Business Administration (MSc)

Han Donker, Associate Professor and Chair
Paul Bowles, Professor
Steven Cronshaw, Professor
Pranesh Kumar, Professor
Waqar Haque, Professor
Jalil Safaei Borojeny, Associate Professor
Sungchul Choi, Associate Professor
Ajit Dayanandan, Associate Professor
Balbinder Deo, Associate Professor
Kevin Keen, Associate Professor
Fiona MacPhail, Associate Professor
Alex Ng, Associate Professor
Rick Tallman, Associate Professor
Baotai Wang, Associate Professor
Jing Chen, Assistant Professor
Elizabeth Croft, Assistant Professor
Xin Ge, Assistant Professor

Website: www.unbc.ca/commerce

The goal of the MSc Program in Business Administration is to educate and train business professionals with advanced research skills and extensive knowledge in a specialized area, e.g., accounting, finance, human resources management/organizational behaviour, marketing, operations management/international business. These individuals meet a growing need in Northern British Columbia and beyond for professional skills in establishing, expanding, and managing all types of business enterprises that have long-term sustainability and contribute to the economic growth and vitality of the North and the country at large. The students in the program come from a wide variety of backgrounds, including business, resource development, mathematics, and the social sciences. The MSc is a research-based degree with a thesis and is different from the MBA degree which is a terminal and course-based degree. The MSc in Business Administration is normally completed in two years.

Admissions

To be eligible for admission, students are required to have an acceptable academic standing, i.e., a grade point average of at least 3.00 (B) in the work of the last 60 credit hours, in a four-year (120 credit hours) baccalaureate degree or equivalent from a recognized institution. The MSc in Business Administration requires students to complete graduate-level courses in statistical and research methods that in turn are grounded in undergraduate-level preparation in mathematics and statistics. Accordingly, all students admitted to the MSc in Business Administration must have sufficient preparation in mathematics and statistics equivalent to the BComm degree at UNBC. Students without the necessary undergraduate preparation are required to complete these mathematics and statistics requirements before they are admitted to the MSc Program in Business Administration. Additionally, students applying to the MSc in Business Administration who hold an undergraduate degree other than the Bachelor of Commerce must have background preparation in their chosen area of MSc specialization (e.g., accounting, finance) equivalent to that obtained through the BComm degree. Students

Graduate Programs: Business Administration

without the necessary undergraduate preparation in their intended specialty area must make up this requirement through undergraduate course work before they are admitted to the MSc in Business Administration. Both sets of requirements (i.e., mathematics/statistics and content specialization in business) may be completed as part of a Pre-Entry Program for Admission to Graduate Studies, as set out by the Business Graduate Studies Committee and as approved by the Dean of Graduate Programs. The Business Graduate Studies Committee may recommend a conditional offer of admission contingent on completion of additional preparatory courses, but graduate courses within the MSc Program must not be started until the pre-entry course work is completed

Within the MSc Program students study and research topics in one of the specialized areas of Accounting, Finance, Human Resources Management/Organizational Behaviour, Marketing, or Operations Management/International Business. Applicants to the MSc Program must apply to one of the specialized areas within the program and the area faculty will evaluate applications against the background preparation considered necessary for specialized study within the area. Students may apply to other areas of the Business program if their area of first choice is not available.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The MSc Program in Business Administration accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

In first year, the course of study comprises 15 credit hours of courses to provide research knowledge and skills as well as substantive knowledge within a specialized area of concentration in business administration. In second year, the course of study comprises 21 credit hours of courses to provide additional substantive depth in the area of specialized concentration, research in business administration to apply and refine research skills, and a Master's Thesis representing an original empirical investigation in the chosen specialized area of business administration.

Required Courses for the First Year

COMM 760-3 Seminar in Business Administration
COMM 662-3 Research Methodology or equivalent

One course from the following MSc Research Topics courses

COMM 616-3 Accounting Research 1
COMM 617-3 Accounting Research 2
COMM 618-3 Accounting Research 3
COMM 626-3 Finance Research 1
COMM 627-3 Finance Research 2
COMM 628-3 Finance Research 3

COMM 637-3 Research in Human Resources Management/
Organization Behaviour
COMM 638-3 Research in Human Resources Management/
Organization Behaviour 2
COMM 639-3 Research in Human Resources Management/
Organization Behaviour 3
COMM 646-3 Marketing Research 1
COMM 647-3 Marketing Research 2
COMM 648-3 Marketing Research 3
COMM 656-3 Research in Operations Management/
International Business 1
COMM 657-3 Research in Operations Management/
International Business 2
COMM 658-3 Research in Operations Management/
International Business 3

Required Courses for the Second Year

One course from the following MSc Research Topics Courses
(3 credit hours)

COMM 616-3 Accounting Research 1
COMM 617-3 Accounting Research 2
COMM 618-3 Accounting Research 3
COMM 626-3 Finance Research 1
COMM 627-3 Finance Research 2
COMM 628-3 Finance Research 3
COMM 637-3 Research in Human Resources Management/
Organization Behaviour
COMM 638-3 Research in Human Resources Management/
Organization Behaviour 2
COMM 639-3 Research in Human Resources Management/
Organization Behaviour 3
COMM 646-3 Marketing Research 1
COMM 647-3 Marketing Research 2
COMM 648-3 Marketing Research 3
COMM 656-3 Research in Operations Management/
International Business 1
COMM 657-3 Research in Operations Management/
International Business 2
COMM 658-3 Research in Operations Management/
International Business 3
COMM 762-(3-6) Independent Research in Business
Administration
COMM 763-12 Master's Thesis

Additional Required Courses

(taken in either first or second year)

STAT 671-3 Linear Models
STAT 675-3 Methods for Multivariate Data

Graduate Programs: Business Administration, Community Health Science

Requirements

In first year, the course of study comprises 15 credit hours of courses to provide research knowledge and skills as well as substantive knowledge within a specialized area of concentration in business administration. In second year, the course of study comprises 21 credit hours of courses to provide additional substantive depth in the area of specialized concentration, research in business administration to apply and refine research skills, and a Master's Thesis representing an original empirical investigation in the chosen specialized area of business administration. Appendix A contains a detailed rationale and description of the course offerings and sequence for the MSc in Business Administration.

Required Courses for the First Year

COMM 760-3	Seminar in Business Administration (3 credits)
COMM 662-3	Research Methodology or equivalent (3 credits)

One course from the following MSc Research Topics courses (3 credits)

COMM 616-3	Accounting Research 1
COMM 617-3	Accounting Research 2
COMM 618-3	Accounting Research 3
COMM 626-3	Finance Research 1
COMM 627-3	Finance Research 2
COMM 628-3	Finance Research 3
COMM 637-3	Research in Human Resources Management/ Organization Behaviour
COMM 638-3	Research in Human Resources Management/ Organization Behaviour 2
COMM 639-3	Research in Human Resources Management/ Organization Behaviour 3
COMM 646-3	Marketing Research 1
COMM 647-3	Marketing Research 2
COMM 648-3	Marketing Research 3
COMM 656-3	Research in Operations Management/ International Business 1
COMM 657-3	Research in Operations Management/ International Business 2
COMM 658-3	Research in Operations Management/ International Business 3

Required Courses for the Second Year

One course from the following MSc Research Topics Courses (3 credit hours)

COMM 616-3	Accounting Research 1
COMM 617-3	Accounting Research 2
COMM 618-3	Accounting Research 3
COMM 626-3	Finance Research 1
COMM 627-3	Finance Research 2
COMM 628-3	Finance Research 3
COMM 637-3	Research in Human Resources Management/ Organization Behaviour
COMM 638-3	Research in Human Resources Management/ Organization Behaviour 2
COMM 639-3	Research in Human Resources Management/ Organization Behaviour 3

COMM 646-3	Marketing Research 1
COMM 647-3	Marketing Research 2
COMM 648-3	Marketing Research 3
COMM 656-3	Research in Operations Management/ International Business 1
COMM 657-3	Research in Operations Management/ International Business 2
COMM 658-3	Research in Operations Management/ International Business 3
COMM 762-(3-6)	Independent Research in Business Administration (6 credits)
COMM 763-12	Master's Thesis

Additional Required Courses

(taken in either first or second year)

STAT 671-3	Linear Models
STAT 675-3	Methods for Multivariate Data

Community Health Science (MSc Program)

Graduate Supervisors are noted below but faculty from other programs listed in the Calendar may co-supervise students as well.

Henry Harder, Professor and Chair
Martha MacLeod, Professor (Nursing)
Han Li, Professor (Psychology)
Kenneth Prkachin, Professor (Psychology)
Neil Hanlon, Associate Professor (Geography)
Cindy Hardy, Associate Professor (Psychology)
Dawn Hemingway, Associate Professor (Social Work)
Josée Lavoie, Associate Professor
Peter MacMillan, Associate Professor (Education)
Shannon Wagner, Associate Professor (Disability Management)
Sarah deLeeuw, Assistant Professor (Northern Medical Program)
R. Luke Harris, Assistant Professor
Margot Parkes, Assistant Professor and Canadian Research Chair, Health, Ecosystem and Society
Mamdouh Shubair, Assistant Professor

Website: www.unbc.ca/communityhealth

The aim of this Program is to provide opportunity for health professionals and others interested in working in the health fields with the knowledge and skills to conduct community-based research, and to develop an enhanced understanding of health care systems and policy. The program provides students with relevant health research and critical appraisal skills, and opportunities to engage in a variety of health-related topics. In addition, nurses who wish to pursue a program that enhances their clinical skills may follow a nursing stream that has been established in this program.

Current students in the Program come from a wide variety of backgrounds. These include health professionals such as nurses, social workers, occupational therapists, and physicians, as well as graduates from Science and other related programs.

Graduate Programs: Community Health Science, Development Economics

Admission

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants are required to undergo a criminal records search, and provide evidence of this prior to being considered for admission.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate.html, also under "Semester Dates." The Community Health Science MSc Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Prerequisites

An undergraduate course in statistics or biostatistics. In addition to courses taught in departments of Mathematics or Statistics, courses that are included in social sciences programs such as psychology or sociology, and in the curricula of undergraduate health professions, meet this requirement.

An undergraduate course in research methodology. Appropriate courses include those found in social science undergraduate programs, and in the curricula of undergraduate health professions.

Requirements

Seven courses (21 credit hours) at the graduate level, and a thesis (9 credit hours) are required.

The following courses must be completed by ALL students as part of their program.

One (1) course in Epidemiology:

HHSC 601-3 Principles of Epidemiology

One (1) Canadian Health Care Course:

HHSC 602-3 Organization and Financing of Canadian Health Care

or POLS 603-3* Social and Health Policy and Administration

*Note: POLS 603-3 is precluded if the student already has credit for POLS 403-3.

One (1) Research Methods Course:

HHSC 700-3 Advanced Techniques in Epidemiology
or HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences

One (1) Graduate Statistics Course:

EDUC 602-4 Educational Research Data and Analysis
or PSYC 600-4 Quantitative Methods I
or another graduate level statistics course approved by the Program.

Additional Course Requirements

Three courses (9 credit hours), chosen in consultation with the advisor.

Examples of courses taken by our students are:

HHSC 603-3	Community Research Methods
ECON 610-3	Health Economics
EDUC 603-4	Advanced Educational Research Data Analysis
GEOG 628-3	Medical Geography
PSYC 605-4	Quantitative Methods II
PSYC 620-3	Health Psychology
PSYC 720-3	Cross-Cultural Communication in Health Care Settings
SOCW 610-3	Addictions and Mental Health
NURS 701-6	Advanced Clinical Practice in Community Health Nursing
NURS 702-6	Continuing Community Care
NURS 703-3	Health Program Development and Evaluation

Thesis

The thesis (HHSC 799-9) shall be assigned nine credit hours.

Transfer Credit

A maximum of two courses (6 credit hours) completed with at least a B standing at a recognized University may be transferred with the approval of the advisor and the Chair of the School of Health Sciences.

Development Economics (MA Program)

Fiona MacPhail, Professor and Chair

Paul Bowles, Professor

Jalil Safaei Boroojeny, Associate Professor

Ajit Dayanandan, Associate Professor

Baotai Wang, Associate Professor

Karima Fredj, Assistant Professor

Bryan Bogdanski, Adjunct Professor

Website: www.unbc.ca/economics

Economic development remains a critical issue for more than three-quarters of the world's population who reside in countries classified as "low income" or "middle income." The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development.

Graduate Programs: Development Economics, Disability Management

An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and the mandatory completion of a graduate project or thesis. Upon admission into the Development Economics MA program, each student will be assigned a supervisor, who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.

Admission Requirements

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in Section 1.0 of the UNBC Graduate Academic Calendar. Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application. Entrance to the MA will be competitive: only applicants with a record of excellence in undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics).

Application deadlines are found in this calendar under "Semester Dates," or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The Development Economics MA Program accepts students for the September and January Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

The course of study is composed of a minimum total of 24 credit hours of work for the project option and a minimum of 27 credit hours of work for the thesis option. First, students are required to complete 5 courses totaling 15 credit hours. Second, students are required to produce (i) both a detailed project proposal and bibliography and to defend, in a formal oral examination, a 9-credit hour project of a maximum of 50 pages in length or (ii) a detailed thesis proposal and to defend, in a formal oral examination, a 12 credit thesis of a maximum of 75 pages.

Required Courses

ECON 601-3	The Global Economy
ECON 604-3	Poverty, Inequality and Development
ECON 710-3	Macroeconomic Policy for Development
ECON 712-3	Applied Econometrics

Required Research

ECON 798-9	MA Project or
ECON 799-12	MA Thesis

In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics).

Elective Course

The elective course is normally selected from graduate level Economics courses offered at UNBC and must be approved by the supervisor.

Disability Management (MA Program)

Henry Harder, Professor and Chair
Kenneth Prkachin, Professor (Psychology)
Cindy Hardy, Associate Professor (Psychology)
Josée Lavoie, Associate Professor
Shannon Wagner, Associate Professor
Sarah deLeeuw, Assistant Professor (Northern Medical Program)
R. Luke Harris, Assistant Professor
Margot Parkes, Assistant Professor and Canadian Research Chair, Health, Ecosystem and Society
Mamdouh Shubair, Assistant Professor
Arlene Ward, Adjunct Professor

Website: www.unbc.ca/disabilitymanagement

The program provides graduates with the knowledge and skills necessary to assist labour, management, insurance providers, employers, and employees with the development of successful work-entry or return-to-work strategies for persons with disabilities.

The program is attractive to students interested in integrating the fields of economics, community health, social work, psychology, education, and business. The combination of course work, research, and the practical application of knowledge gives students a well-rounded, applied education in the field of Disability Management.

The program is available at the Prince George campus, either full-time or part-time, or on a part-time basis via distance delivery on the World Wide Web. Please see the information below and our website www.unbc.ca/disabilitymanagement for additional details.

Admission

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Disability Management MA Program accepts students for the September Semester.

Graduate Programs: Disability Management

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants are required to undergo a criminal records search, and provide evidence of this prior to their admission being considered.

Delivery Modes

There are two modes of delivery for the Disability Management (MA) Program: face to face and distance. Both have a thesis option or a comprehensive examination option. Each option is described separately below; courses for each delivery mode follow the description.

Thesis Option

The Thesis Option consists of four components:

Core courses in Disability Management	12 credit hours
Research methods courses	6 credit hours
Electives	9 credit hours
Thesis	9 credit hours
Total	36 credit hours

All students in the Thesis Option are required to write a letter outlining their practical experience. If their experience is considered insufficient by the program they will be required to do a practicum in addition to all requirements listed above. In addition, all students in the Thesis Option are required to travel to the Prince George campus to fulfill some of their thesis requirements.

Comprehensive Examination Option

The Comprehensive Examination Option consists of five components:

Core courses in Disability Management	12 credit hours
Research methods courses	6 credit hours
Electives	9 credit hours
Practicum or Major Paper	6 credit hours
Comprehensive Exam	3 credit hours
Total	36 credit hours

Students in the comprehensive examination option will be required to do a practicum unless they have significant experience in the field already. In that case they will write a letter outlining their experience and request that they are allowed to prepare a Major Paper in place of a Practicum.

Requirements

Face-to-Face Mode

The Face-to-Face Mode is available to those students who take the program full or part-time. The courses for the Face-to-Face Mode are listed below:

Core Courses

DISM 609-3	Professional Ethics in Health Care Management
DISM 710-3	Foundations in Disability Management
DISM 711-3	Disability Management: Legislation, Policy & Procedures
DISM 712-3	Disability Management Interventions

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Research Courses

Additional two courses from the following:

EDUC 602-4	Educational Research Data Analysis
EDUC 603-4	Advanced Educational Research Data Analysis
HHSC 603-3	Community Research Methods
NURS 703-3	Health Program Development and Evaluation
PSYC 600-4	Quantitative Methods I
PSYC 605-4	Quantitative Methods II
SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advanced Qualitative Research Approaches in Health and Human Sciences

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Elective Courses

Candidates must complete a minimum of 9 credit hours from the following list. Not more than six credit hours can be from any one area other than Disability Management.

COMM 630-3	Organizational Studies
COMM 631-3	Labour Management Relations
DISM 720-3	Special Topics
DISM 798-(3-6)	Directed Studies
ECON 610-3	Health Economics
ECON 611-3	Cost Benefit Analysis
EDUC 613-3	Interpersonal Counselling Skills
HHSC 602-3	Organization and Financing of Canadian Health Care
POLS 603-3	Social and Health Policy and Administration
PSYC 620-3	Health Psychology
PSYC 720-3	Cross-Cultural Communication in Health Care Settings
SOCW 605-3	Community Work/Politics of Change
SOCW 698-3	Special Topics

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Practicum (or Major Paper) and Comprehensive Examination, or Thesis

DISM 794-6	Disability Management Major Paper
DISM 795-6	Disability Management Practicum
DISM 796-3	Disability Management Comprehensive Examination
DISM 799-9	Disability Management Thesis

Distance Mode

The Distance Mode is available to those students who take the program part-time. Students completing the Distance Mode have a restricted set of electives courses. Courses for the Distance Mode are listed below.

Core Courses

DISM 609-3	Professional Ethics in Health Care Management
DISM 710-3	Foundations in Disability Management
DISM 711-3	Disability Management: Legislation, Policy & Procedures
DISM 712-3	Disability Management Interventions

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Research Courses

HHSC 603-3	Community Research Methods
NURS 703-3	Health Program Development and Evaluation

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Elective Courses

Candidates must complete a minimum of 9 credit hours from the following list. Not more than 6 credit hours can be from any one area other than Disability Management.

DISM 720-3	Special Topics
DISM 798-(3-6)	Directed Studies
HHSC 602-3	Organization and Financing of Canadian Health Care
POLS 603-3	Social and Health Policy and Administration
PSYC 620-3	Health Psychology
SOCW 605-3	Community Work/Politics of Change

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

Practicum (or Major Paper) and Comprehensive Examination, or Thesis

DISM 794-6	Disability Management Major Paper
DISM 795-6	Disability Management Practicum
DISM 796-3	Disability Management Comprehensive Examination
DISM 799-9	Disability Management Thesis

Practicum

Students are involved in field-based learning activities for the purpose of pursuing and developing research/policy/administration/practice skills within a related employment area. The practicum component stresses independent learning, and permits students to test or develop theory in the context of fieldwork. The form of field practice components varies widely in accordance with the learning needs of the students. The practicum leads to a written report that reflects students' critical analyses of their practice settings.

The report further demonstrates a deepening of professional competence, analytical skills, and professional judgement, and represents a contribution to the knowledge and skill base of the profession. The duration of this component is equivalent to three months full-time employment.

Major Paper

The Major Paper (MP) option is for those students who have written a letter outlining their experience in the disability management field and obtained permission allowing them to prepare a Major Paper in place of a Practicum (6 credit hours). It is the aim of the MP to acquaint students with the practice of scholarship. Such acquaintance will normally entail a critical treatment of relevant academic literature using theoretical or philosophical methods. If the student wishes to pursue empirical research, either quantitative or qualitative, the thesis option must be selected.

Comprehensive Examination

The comprehensive examination option of study requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research and practice in his/her field of study.

Thesis

An oral examination is required as per University regulations. All students taking the thesis option will be required to be in Prince George for the oral examination.

Education (MEd Program)

Peter MacMillan, Associate Professor and Chair
Bryan Hartman, Professor
Paul Madak, Professor
Andrew Kitchenham, Associate Professor
Corinne Koehn, Associate Professor
Linda Selby, Associate Professor
Lantana Usman, Associate Professor
Willow Brown, Assistant Professor
Colin Chasteauneuf, Assistant Professor
Margo Greenwood, Associate Professor
VernaLynn McDonald, Assistant Professor
Linda O'Neill, Assistant Professor
Dennis Procter, Assistant Professor
Tina Fraser, Assistant Professor
John Sherry, Assistant Professor
Gregory Nixon, Assistant Professor
Yvon Cloutier, Assistant Professor

Website: www.unbc.ca/education

The Master of Education Program is responsible for the preparation of professional educators who may pursue advanced study at the doctoral level and/or advanced professional employment.

As distinct from undergraduate degree programs that advance students' knowledge of their disciplines, graduate degree programs at the Master's level have the more difficult task of not only advancing students' knowledge to the point of mastery, but also preparing students to demonstrate that they are capable of advancing the knowledge of their disciplines. The MEd degree awarded under the authority of the School of Education includes the courses and supervised study necessary to meet this obligation.

Admission

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Education MEd Program accepts students for the September and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

In addition to full-time students, the Education degree programs attempt to accommodate part-time students who may hold full-time jobs. For this reason, most of the Education courses are offered in the late afternoon and evening, as well as during May Semester, so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the May Semester offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 602-4 (Quantitative Research Design and Data Analysis) and EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd Program.

Requirements

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Dean of Graduate Programs for up to six credits for previously completed graduate level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to six credits of elective course work from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). Except under highly unusual circumstances, thesis students will be advised to take the research seminar course, EDUC 795-3. Students completing a thesis may be advised to include EDUC 603-4 (Advanced Educational Research Data Analysis) in their degree program in addition to the required courses.

MEd Program Requirements

Thesis Requirement

The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program pattern is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 32 credit hours and a maximum of 38 credit hours of graduate course credit in the Multidisciplinary Leadership specialization, or a minimum of 38 credit hours in the Counselling specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

Project Requirement

The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program pattern is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the completion of a minimum of 32 credit hours in the Multidisciplinary Leadership specialization, or a minimum of 38 credit hours in the Counselling specialization. This credit must include a minimum of 26 credit hours of graduate course work in the Multidisciplinary Leadership specialization, or a minimum of 32 credit hours in the Counselling specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

Comprehensive Examination Requirement

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in his/her field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 32 credit hours and a maximum of 38 credit hours of graduate course credit in the Multidisciplinary Leadership specialization, or a minimum of 38 credit hours in the Counselling specialization. This credit must include a minimum of 29 credit hours of graduate course work in the Multidisciplinary Leadership specialization or a minimum of 35 credit hours in the Counselling specialization, and 3 credit hours awarded upon the successful completion of a written comprehensive examination.

Application can be made to the School of Education to enter a thesis or project route after having completed at least 12 credit hours of course work.

The research seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.

Counselling

The Counselling specialization is designed to prepare counsellors to provide professional services and leadership in counselling and psycho-educational programs offered in schools, post-secondary institutions, social service agencies, and community health organizations. Students have the opportunity to choose the type(s) of counselling they wish to focus upon, and to complete periods of supervised clinical practice in practicum settings that are relevant to their interests, based on availability. The specialization includes an integrated core of required courses, elective courses, and a thesis, project or comprehensive examination. Counselling students are required to complete eight required courses, three elective courses, and a comprehensive examination. Application can be made to the School of Education to enter a thesis or project route after completion of at least 12 credit hours of course work. If approved, the thesis route would consist of eight required courses, one elective, and the thesis, while a project route would consist of eight required courses, two electives, and a project. The course requirements and courses for the Counselling specialization appear below.

Criminal Record Review and Resumé

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Admissions and Regulations, applicants are required to undergo a criminal record review and provide evidence of this prior to being considered for admission. Refer to Graduate General Regulations and Policies.

Applicants are also required to submit a Curriculum Vitae or Resumé that indicates the number of hours in each employment or volunteer position. A list of any scholarships or publications should also be included.

Required Courses

EDUC 602-4	Quantitative Research Design and Data Analysis
EDUC 610-4	Qualitative Analysis in Education
EDUC 613-3	Interpersonal Counselling Skills
EDUC 711-3	Counselling Theory
EDUC 712-3	Counselling Practice
EDUC 714-3	Group Counselling Processes
EDUC 717-3	Ethics in Counselling
EDUC 719-3	Counselling Practicum

Elective Courses

EDUC 603-4	Advanced Educational Research Data Analysis
EDUC 609 -3	Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 618-3	Working with Parents and Families
EDUC 619-3	First Nations Counselling
EDUC 620-4	Educational Assessment and Evaluation
EDUC 633-3	Human Development: Implications for Education
EDUC 634-3	Achievement Motivation
EDUC 635-3	Educating Exceptional Students
EDUC 636-3	Language and Learning Disabilities
EDUC 641-3	Principles of Instruction
EDUC 644-3	Educational Programs: Development, Implementation and Evaluation
EDUC 690-3	Health and Human Sciences: Interdisciplinary Seminar
EDUC 691-3	Education Programs: Interdisciplinary Seminar
EDUC 692-3	Special Topics
EDUC 693-3	Directed Reading: Independent study under the direction of a faculty member
EDUC 715-3	Career Counselling
EDUC 716-3	Clinical Counselling
EDUC 721-3	Individual Assessment of Aptitudes and Achievement
EDUC 795-3	Research Seminar

Thesis, Project or Comprehensive Examination

EDUC 797-3	Comprehensive Examination
EDUC 798-6	MEd Project
EDUC 799-9	MEd Thesis

Graduate Programs: Education

Multidisciplinary Leadership (MDL)

The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective engagement, students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.

The Multidisciplinary Leadership specialization requires completion of a minimum of 32 credit hours and a maximum of 38 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete four core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 32 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.

Educational Leadership

The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.

Assessment and Evaluation

The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.

Curriculum

The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current "Curriculum and Instruction specialization-Language in Education" focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

Required Core Courses

EDUC 602-4	Quantitative Research Design and Data Analysis
EDUC 606-3	Leading for Change
EDUC 609-3	Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 610-4	Qualitative Analysis in Education

Required Educational Leadership Focus Area Courses

Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives.

EDUC 615-3	The School Principalship
EDUC 616-3	Policy and Politics in Public Education
EDUC 617-3	Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 626-3	Inclusive Education: Learning for All
EDUC 655-3	Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3	Instructional Leadership

Required Assessment and Evaluation Focus Area Courses

EDUC 603-4	Advanced Quantitative Data Analysis
EDUC 620-4	Educational Assessment and Evaluation

Required Curriculum Focus Area Courses

Selected courses to be approved by the Supervisory committee.

Elective Courses

EDUC 603-4	Advanced Quantitative Data Analysis
EDUC 615-3	The School Principalship
EDUC 616-3	Policy and Politics in Public Education
EDUC 617-3	Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 620-4	Educational Assessment and Evaluation
EDUC 621-3	Individual Assessment of Aptitudes and Achievement
EDUC 626-3	Inclusive Education: Learning for All
EDUC 631-3	Educational Applications of Computer Technology
EDUC 633-3	Human Development: Implications for Education
EDUC 634-3	Achievement Motivation
EDUC 635-3	Educating Exceptional Students
EDUC 636-3	Language and Learning Disabilities
EDUC 641-3	Principles of Instruction
EDUC 644-3	Educational Programs: Development, Implementation and Evaluation
EDUC 648-3	Oral Traditions and Literacy Development
EDUC 649-3	Elementary Language, Literacy, and Literature
EDUC 650-3	Secondary Language, Literacy, and Literature
EDUC 651-3	Mathematics Education
EDUC 652-3	Science Education
EDUC 653-3	Social Studies Education
EDUC 655-3	Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3	Instructional Leadership
EDUC 690-3	Health and Human Sciences: Interdisciplinary Seminar
EDUC 691-3	Education Programs: Interdisciplinary Seminar
EDUC 692-3	Special Topics
EDUC 693-3	Directed Reading: Independent Study under the direction of a faculty member
EDUC 795-3	Research Seminar

Thesis, Project or Comprehensive Examination

EDUC 797-3	Comprehensive Examination
EDUC 798-6	MEd Project (Research or non-research option)
EDUC 799-9	MEd Thesis

Special Education

The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project portfolio, or comprehensive examination routes.

This Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours. The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation

requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.

Curriculum

Required Core Courses

EDUC 601-3	Educational Research Design and Methodology
EDUC 633-3	Human Development: Implications for Education
EDUC 635-3	Educating Exceptional Students
EDUC 636-3	Language and Learning Disabilities

One of the following research courses is required; the other may be taken as elective credit:

EDUC 602-4	Quantitative Research Design and Data Analysis
EDUC 610-4	Qualitative Analysis in Education

Choose one of the following four routes to completion: Portfolio, Comprehensive Examination, Project, or Thesis.

1. Portfolio

EDUC 796-3 Portfolio
and
a minimum of 12 credit hours of additional coursework selected from the list of electives below

2. Comprehensive Examination

EDUC 797-3 Comprehensive Examination
and
a minimum of 12 credit hours of additional coursework selected from the list of electives below

3. Project

EDUC 798-6 M.Ed. Project
and
a minimum of 9 credit hours of additional coursework selected from the list of electives below

4. Thesis

EDUC 799-9 M.Ed. Thesis
and
a minimum of 6 credit hours of additional coursework selected from the list of electives below

Graduate Programs: Education

Elective courses*

One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.

EDUC 609-3	Aboriginal Learners: History, Culture, and Ways of Knowing
EDUC 620-4	Educational Assessment and Evaluation
EDUC 621-3	Classroom Assessment Practices
EDUC 622-4	Psychoeducational Assessment
EDUC 631-3	Educational Applications of Computer Technology
EDUC 632-3	Language Development: Implications for Education
EDUC 634-3	Achievement Motivation
EDUC 637-3	Interventions for Literacy Disorders
EDUC 638-3	Mathematic Disorders and Remediation
EDUC 639-3	School-Based Teams, Consultants, and Families
EDUC 640-3**	Focus on a Selected Disability
EDUC 642-3	Personal and Career Planning for Students with Special Needs
EDUC 795-3	Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799-9 or EDUC 798 Project has been chosen for the completion route)

* With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate course work not from the above list. These elective credit hours may be other graduate-level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g. Western Deans' Agreement).

** This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. The courses are named specifically: e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

Leading for Learning Graduate Certificate

The Leading for Learning Graduate Certificate is intended for those professionals who wish to receive a British Columbia Education Leadership Council approved certificate. The certificate prepares graduates to become recognized educational leaders whether in a teacher-leader or administrative-leader position. The certificate is designed to ladder into the MEd in Multidisciplinary Leadership (MDL).

Admission

Admission requirements are the same as for the MEd degree.

The Leading for Learning Graduate Certificate requires 15 credit hours of course work – that is, five courses, two of which are required courses in the MEd Multidisciplinary Leadership (MDL) specialization, and the other three of which are part of a series of acceptable courses for the Educational Leadership Focus Area of the MDL. The certificate courses are normally offered over a four-semester cycle. While it is expected that most certificate completers will continue with completion of a Masters of Education Multidisciplinary Leadership degree, students may choose to complete only the certificate. The schedule of courses offered on most UNBC campuses allows completion of the certificate first and in the sequence of courses as follows but this is not a requirement. Variation from this schedule of courses requires the permission of the MEd MDL coordinator and School Chair. It is also possible to complete the MEd MDL without meeting all the requirements of the certificate. The five required courses in their intended sequence are:

1. EDUC 626 - 3 Inclusive Education: Learning for All
2. EDUC 609 - 3 Aboriginal Learners: History, Culture, and Ways of Knowing
3. EDUC 617 - 3 Leading for Learning: Teacher Leadership and Principal Preparation
4. EDUC 656 - 3 Instructional Leadership
5. EDUC 606 - 3 Leading for Change

Students already enrolled in the MEd MDL specialization may complete these courses and receive the certificate, subject to a sequence of available courses being offered by the university.

Students applying to UNBC's Master of Education Multidisciplinary Leadership specialization with a fully or partially completed graduate diploma or certificate, developed under the BC Educational Leadership Council process in conjunction with the Association of BC Deans of Education, may be eligible to receive up to 15 credit hours of transfer credit, at the discretion of the Chair of the School of Education.

English (MA Program)

Karin Beeler, Professor and Chair
Stan Beeler, Professor
Dee Horne, Professor
Robert Budde, Associate Professor
Lisa Dickson, Associate Professor
Kristen Guest, Associate Professor
Kevin Hutchings, Professor; Canada Research Chair, in Literature, Culture, and Environmental Studies
Maryna Romanets, Associate Professor
Blanca Schorcht, Associate Professor, and Regional Chair, South-Central Region
Marilyn Iwama, Adjunct Professor
Deborah Keahey, Adjunct Professor

Website: www.unbc.ca/english

Literary representations both reflect and help to create our views of the world, including our social theories and practices; thus, the study of literature can provide students with insights concerning past and present concepts of personal and social identity, cultural traditions and beliefs, and interpersonal and cross-cultural relationships. Since the time of Aristotle, moreover, literary commentators have analyzed "setting" as an important formal aspect of literary writing; literary study can therefore help us to investigate, and perhaps to reconsider, our relationships to both our human and non-human environments. In today's world, where efforts to resolve intercultural conflicts and environmental problems have taken on a profound sense of urgency, literary study provides a crucial forum for intellectual and ethical debate leading to the revision of cultural practice.

The study of English literature provides students with critical skills of analysis and synthesis, helping them to identify and understand complex problems, and encouraging them to conceptualize viable resolutions and alternative understandings. Perhaps more than any other academic discipline, English literature also emphasizes the importance of literacy, including the development of effective writing and oral presentation skills, thereby providing students with the communications skills so highly valued in the professional world.

The Master of Arts degree in English is a two-year program, available on a full-time or part-time basis, involving course work and the mandatory completion of a graduate thesis. Upon admission into the English MA program, each student will be assigned a supervisor, who will work closely with the student to monitor his or her program of study and progress. In consultation with supervisors and supervisory committee members, each student will choose courses designed to complement and inform the proposed thesis research, completing most of the course work during the first year of the program. The second year will be devoted primarily to the production of the thesis.

Admission

Applicants to the UNBC English MA program must follow the admission requirements outlined in Section 1.0 of the Graduate Academic Calendar. Entrance to the MA is competitive; only applicants with a record of excellence will be admitted. Therefore, applicants must provide the following information with their applications:

- a senior-level undergraduate research paper as a writing sample;
- undergraduate transcripts;
- strong letters of academic recommendation;
- strong letter of intent;
- evidence of interest in the MA's areas of research specialization (Literature, Culture, Place);
- the name of the faculty member who is willing to supervise their thesis work (if possible).

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The English MA Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

The course of study is composed of a minimum total of 27 credit hours of work. First, students are required to complete five courses totaling 15 credit hours, including ENGL 690-3, Bibliography, the mandatory course in research methodologies; ENGL 700-3, the mandatory course in Literature, Culture and Place; and three elective courses. In the required courses, students have the opportunity to engage in close intellectual dialogue and debate with fellow graduate students and professors, thereby cultivating the productive collegial relationships crucial to the development of a dynamic graduate student culture. With the exception of ENGL 699-3 (Advanced Independent Study in Literature, which faculty members supervise on an individual basis), all courses are offered as seminar courses. The three elective courses conform to pedagogical models followed by all 600-level courses listed in the UNBC Graduate Calendar. Second, students are required to produce both a detailed thesis proposal and bibliography at the beginning of their second year of study, and to defend, in a formal oral examination, a 12 credit-hour thesis of approximately 100 pages in length.

Creative Writing Thesis Option

Although UNBC does not offer degrees in Creative Writing, the English Program will offer a limited number of MA candidates the opportunity to complete a 12 credit-hour creative thesis in lieu of an academic thesis. Successful applicants who wish to pursue this option will be admitted on the same basis and will fulfill the same course and thesis requirements as other English MA candidates. Permission to undertake a creative thesis will be at the discretion of the department, and will require that students submit proposals along

Graduate Programs: English, First Nations Studies

with a substantial portfolio of previous creative work, e.g., published writing, 8-10 pages of original poetry, 20-25 pages of prose (i.e., a short story or novel excerpt), a dramatic script or screenplay, or a combination of these genres. The proposal should outline the form, scope, and subject matter of the Creative Writing thesis. In addition, students must demonstrate some critical and theoretical awareness of the approach they plan to take for the creative thesis; and, for applicants admitted to the program, the finished thesis will include an introduction of no fewer than 15 pages delineating this critical and theoretical awareness. Because of the high standards expected for the creative project and the Department's limited faculty resources in the area of creative writing, a limited number of students will be permitted to undertake this alternative. Students should therefore note that admission to the MA program in English does not guarantee permission to write a creative thesis.

Required Courses

ENGL 690-3	Bibliography
ENGL 700-3	Studies in Literature, Culture and Place

Required Thesis

ENGL 799-12	MA Thesis
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Elective Courses

The supervisory committee ensures the appropriate selection of elective courses. All English graduate courses approved by Senate should be considered as potential electives.

First Nations Studies (MA Program)

Ross Hoffman, Associate Professor and Chair
Antonia Mills, Professor
Margaret Anderson, Professor Emeritus
Fyre Jean Graveline, Professor
Margo Greenwood, Associate Professor
Josée Lavoie, Associate Professor (Community Health Sciences)
Blanca Schorcht, Associate Professor (English)
Wendy Aasen, Adjunct Professor
Tina Fraser, Adjunct Professor
Earl Henderson, Adjunct Professor
Travis Holyk, Adjunct Professor
Marilyn Iwama, Adjunct Professor
Paul Michel, Adjunct Professor
Deanna Nyce, Adjunct Professor

Website: www.unbc.ca/firstnations

The UNBC MA program in First Nations Studies establishes the points of view of First Nations people and communities as the starting point for description and analysis, and contextualizes issues from this perspective. Courses orient students to question underlying assumptions of everyday study. A special emphasis is placed on

creating opportunities for students to learn from and about the First Nations of the north, including courses taught in First Nations communities, internships, and community-based research projects. Each student's program culminates in completion of either a thesis or major project.

In addition to the high priority on the First Nations of northern British Columbia, offerings include topics relevant to the First Nations of Canada and indigenous peoples of the world. The two specific streams of study within the program are First Nations Issues and Approaches, emphasizing the development of theory and method for the understanding of contemporary issues, and Northern Nations, which facilitates students who aim to develop skills, knowledge, and experience in the study of the languages and cultures of northern British Columbia. Links to other graduate programs at UNBC enrich the options for interdisciplinary work in areas such as Women's Studies, History, Environmental Studies, and Geography, etc. Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The First Nations Studies MA Program accepts students for the September Semester only.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

The 30 credit hours that make up the MA in First Nations Studies will normally be completed within 30 months of entry into the program. The first year is normally devoted to course work and the second year dedicated to preparing a thesis or project. All students must take FNST 600-3 (Foundations of First Nations Studies), FNST 602-3 (The Practice of Research), and FNST 790-3 (Internship), one elective course in the student's chosen stream, and one elective course from the University's Graduate Academic Calendar. Students must also register in either the thesis (FNST 799-15) or project (FNST 797-12). The project path requires students to take an additional course from either the First Nations Issues and Approaches stream or from the Northern Nations stream.

Internships allow the students to gain first-hand experience with communities. A student with experience equivalent to an internship may request that the internship requirement be waived by the Chair, and substitute an additional elective course. Normally, internships are arranged on an individual basis. The student, in consultation with a host community or organization, must write a proposal. Decisions on the appropriateness of the internship are made by the Department of First Nations Studies, based on the merits of the proposal, the nature of the experiential component, and the value of the internship to the host and to the student. In particular, the proposal must indicate the student is under the supervision of the community, in order for the student to acquire direct training in community dynamics. Students are expected to keep a record of the internship, and write a report for the Department of First Nations Studies that places the experiential component of the internship into the context of the student's academic training. The host also provides the Department of First Nations

Graduate Programs: First Nations Studies, Gender Studies

Studies with an independent evaluation of the internship and of the student's performance. A student may be permitted to substitute a second internship for the open elective course.

Students are expected to demonstrate a general knowledge of the aboriginal peoples of Canada comparable in scope and depth to the material covered in FNST 100-3 (The Aboriginal Peoples of Canada). Students lacking such knowledge on entering the program will be required to make up the deficiency through suitable course work, normally during their first semester in the MA program. Such course work will not count toward the course requirements for the program.

Language Requirement

No additional language requirements are required. However, students should be aware that command of one or more languages other than English may be necessary in order to pursue particular types of research.

Gender Studies (MA Program)

Jacqueline Holler, Associate Professor and Coordinator
Karin Beeler, Professor (English)
Gail Fondahl, Professor (Geography)
Antonia Mills, Professor (First Nations Studies)
Sherry Beaumont, Associate Professor (Psychology)
Annie Booth, Associate Professor (Ecosystem Science and Management)
Lisa Dickson, Associate Professor (English)
Kristin Guest, Associate Professor (English)
Dawn Hemingway, Associate Professor (Social Work)
Fiona MacPhail, Professor (Economics)
Catherine Nolin, Associate Professor (Geography)
Maryna Romanets, Associate Professor
Heather Smith, Professor (International Studies)
Angéle Smith, Associate Professor (Anthropology)
Si Transken, Associate Professor (Social Work)
Dana Wessell Lightfoot, Assistant Professor
Theresa Healy, Adjunct Professor
Rhonda Semple, Adjunct Professor

Website: www.unbc.ca/womenstudies

The Gender Studies MA program at UNBC offers the opportunity to work with scholars in a variety of disciplines who share a focus on women and/or gender as a category of analysis.

The program has particular strengths in areas such as gender, literature, and cultural studies; gender, history, and anthropology; gender, colonialism, and postcolonialism; gender and globalization; feminism, justice, and ethics; gender and health; and gender and international studies. Gender Studies MA students have the opportunity to design a course of study that incorporates gender- or feminism-based methodologies and interdisciplinarity while developing expertise in an area of concentration. While providing a transnational frame of reference, we also pay attention to the national and regional; students will therefore emerge from the program with both a broad analytical framework and a well-developed focus.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Gender Studies MA Program accepts students for the September and January Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

MA with Thesis

The MA with thesis is 24 credit hours in total, normally taking up to two years.

Fifteen credit hours (five courses) plus GNDR 700-9 (Gender Studies Thesis) are required. Students may take a maximum of four courses per semester. The thesis will include a written text (maximum of 100 pages) and will be defended in an oral examination. Students interested in alternative forms of presentation must obtain special permission from the Chair of the program and Dean of Graduate Programs.

MA thesis work is expected to be original, and make a substantive contribution to knowledge and the means of expressing that knowledge.

Students are required to include in their credit hours GNDR 611-3 (Feminist Theories). Students working in the field of Social Science research are required to include in their credit hours GNDR 611-3 (Feminist Theories) and GNDR 609-3 (Advanced Feminist Methods).

MA without Thesis

The MA with course work only is 24 credit hours, and can be completed in one year.

Twenty-one credit hours (seven courses) plus GNDR 701-3 (Gender Studies Major Research Paper) are required. Students may take a maximum of four courses per semester. The major research paper is expected to be 30 to 40 pages, and to extend from an original research project already initiated in course work.

Students are required to include in their credit hours GNDR 611-3 (Feminist Theories). Students working in the field of Social Science research are required to include in their credit hours GNDR 611-3 (Feminist Theories) and GNDR 609-3 (Advanced Feminist Methods).

Students taking either the MA with Thesis or MA without Thesis may take courses in other graduate programs with the approval of the Chair or the Coordinator of the Gender Studies Program and the Dean of Graduate Programs. The interdisciplinary component in the Gender Studies program encourages students to articulate their studies with other interdisciplinary graduate programs such as International Studies, Environmental Studies, and First Nations Studies. Students may also choose to take graduate courses in the regular disciplinary fields such as History, Biology, and Political Science.

Health Sciences (PhD Program)

Henry Harder, Professor and Chair
Martha MacLeod, Professor (Nursing)
Kenneth Prkachin, Professor (Psychology)
Neil Hanlon, Associate Professor (Geography)
Cindy Hardy, Associate Professor (Psychology)
Dawn Hemingway, Associate Professor (Social Work)
Josée Lavoie, Associate Professor
Peter MacMillan, Associate Professor (Education)
Shannon Wagner, Associate Professor (Disability Management)

The PhD in Health Sciences offers students the opportunity to develop an advanced level of understanding and training in any one scientific discipline, or a combination of scientific disciplines, related to human health, the processes (e.g. sociological, biological, chemical, physical) that influence human health or the organization and delivery of health services. The PhD in Health Sciences promotes an integration of the linkages between social, ethical, political, and cultural dimensions, and an understanding of basic biological, ecological and physical determinants of health. Students are expected to acquire a familiarity with the scope of disciplines that contribute to knowledge and practice in health while developing expertise in a specific disciplinary area. Graduates from this program will have an area of concentration and a familiarity with other disciplines and be able to work constructively and show leadership within the increasingly complex multidisciplinary frameworks that are evolving across all parts of the health continuum.

Students must complete 6 credit hours of a mandatory interdisciplinary seminar series: HHSC 800-3 Graduate Seminar I and HHSC 801-3 Graduate Seminar II. The seminars cover core topics of Grant Writing and Project Management, Ethics and Human Subjects Research, and Methodologies Employed in Health Sciences Research as well as presentations on areas of concentration by faculty and senior students in the program.

Students must also complete a 12 credit hour thesis (HHSC 890-12 PhD Dissertation) to the satisfaction of their committee. In addition, they must also take a minimum of 6 credit hours in elective courses relevant to their area of concentration as determined by their supervisor. Students may be required, at the discretion of their supervisory committee, to take additional courses within their area of concentration.

Students must pass three separate checks on their academic progress towards a PhD: a qualifying exam, a defense of the thesis proposal, and a defense of the thesis. The qualifying exam is tailored to ensure a cross-disciplinary aptitude, and tests the student's grasp of the core interdisciplinary materials presented in the seminar series as well as core concepts of their area of concentration derived from elective course work. The thesis proposal defense is tailored to ensure students have a grasp of their area of concentration, and therefore examines the level of knowledge within the area of concentration. Upon successfully passing both the qualifying examination and the thesis proposal defense, students are granted candidate status, and embark upon the thesis work under the supervision of their faculty advisor. Following completion of the research, candidates must defend their thesis before an examination committee.

Summary

HHSC 800-3 Graduate Seminar I	3 credit hours
HHSC 801-3 Graduate Seminar II	3 credit hours
Elective Courses	6 credit hours
HHSC 890-12 PhD Dissertation	12 credit hours
Total Required	24 credit hours

Admission

Students are normally expected to hold a Master's degree from an accredited post-secondary institution. Normally, applicants must hold a cumulative GPA of 3.33 (B+) from the Baccalaureate and Master's degree, to be calculated over the last 30 credits of graded academic work.

In addition to a completed UNBC Graduate Application Form, applicants must provide official transcripts from all post-secondary institutions attended, a statement of intent indicating the student's research interests, possible future career aspirations, and perceived fit within the Faculty mandate and research directions; three letters of reference; and a sample of written academic work. GRE scores are optional. Only students with high GPAs and innovative research interests are likely to be successful in their applications.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, and also under "Semester Dates." The Health Sciences PhD Program accepts students for the September semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Recommended Progression

First Year: Mandatory Interdisciplinary Seminar, Elective Graduate Courses, Qualifying Exam

During the first two semesters, students take a mandatory interdisciplinary seminar series: HHSC 800-3 and HHSC 801-3 Graduate Seminars. Based upon determinations made either prior to entry into the program, or in the first semester, elective courses determined by the supervisor will be also taken.

Second Year: Area of Concentration, Defense of Thesis Proposal

If students are required to take additional courses to address deficiencies within their area of concentration, they may select courses from relevant course offerings within the UNBC programs, or from other accredited graduate programs in other post-secondary institutions. In addition, students normally conduct some exploratory research in their area of concentration. Students in their second and third years are expected to present on their area of concentration to

the interdisciplinary seminar series as an exercise in communicating their research field to a more general audience.

At the end of their course work, PhD students normally take a qualifying exam consisting of written and oral components. The general part of the exam should demonstrate the student's ability to synthesize and extrapolate from the core interdisciplinary materials presented in the seminar program. The specialty part of the exam assesses the student's background knowledge and familiarity with the theory and methodology associated with his/her thesis topic. Students normally take the qualifying exam upon completion of the 12 credit hours of required core courses.

Once course work is complete, students work towards finalizing a thesis proposal, which should demonstrate academic rigour and be of publishable quality. Students are expected to present the thesis proposal before their committee, and to demonstrate their knowledge within their area of concentration. Normally, this defense is scheduled either at the end of the third semester or at the beginning of the fourth semester of study.

Third to Fifth Year: Thesis

Upon successful completion of course work, and the successful completion of the qualifying exam and the defense of the thesis proposal, the student is officially designated as a PhD candidate, and proceeds to full-time work on the thesis under the direct supervision of the advisor and any other designated committee members. Once the thesis proposal has been approved by the committee, any major changes made to the thesis proposal require further approval of the committee.

Under normal circumstances, students are expected to complete their research and the writing of the thesis within three years of becoming a doctoral candidate.

History (MA Program)

Jacqueline Holler, Associate Professor and Chair
Theodore Binnema, Professor
Jonathan Swainger, Professor
Alexander Auerbach, Assistant Professor
Dana Wessell Lightfoot, Assistant Professor

Website: www.unbc.ca/history

History is society's memory. Like an individual with amnesia, a society without history lacks direction. By understanding the past and where we have come from, we will think more clearly about the present and perhaps even better determine the future. This general truism is nowhere more valid than in northern British Columbia. So far, the history of this province has been written as if the north did not exist, and a graduate program in History at UNBC will begin to make up that deficiency. At the same time, no region should or can be seen in isolation. Parochialism and narrowness must be avoided, for we can understand the past of our own area only by reference to the history of other places. So graduate students in history will begin by

taking broad, thematic courses. They will then apply the ideas and generalizations learned in these courses to the writing of an MA thesis on a particular topic. Many, though not necessarily all, student theses will be on the history of northern British Columbia.

The graduate program in history will not cover all things, but will focus on areas of strength. Thus, it will concentrate on northern, First Nations, gender, and environmental history, along with some aspects of the history of international relations.

The Department of History offers the opportunity for graduate study leading to the MA degree. The major areas of study are Canada, the United States, Europe, and the Pacific, with an emphasis on Native, northern, gender, and environmental history, as well as the history of international relations. Students will be accepted only in the History Department's areas of specialization subject to the availability of an appropriate supervisor.

Upon admission to the MA program, each student will be assigned a supervisor who will be responsible for the student's program and progress. There are two components to the MA program: course work and thesis/project; students will normally be expected to complete their course work in two semesters, and the total program in four.

Admission

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants must also supply a sample of written work (thesis or paper) as part of their application.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The History MA Program accepts students for the September and January Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Candidates for the MA degree must satisfy the following requirements.

Course Work

Students will be expected to take four graduate courses for 12 hours of credit. Courses will be thematic in approach, and students will, in consultation with their supervisor, select from the following list, with the exception of the Seminar in Historical Methodology and Research (HIST 700-3) which is compulsory. Students may take one of their courses in another related program.

Graduate Programs: History, Interdisciplinary Studies

Thesis/Project

Each student will be required to write a thesis or project. Students will be expected to decide on their thesis topic, sources, and approach as part of HIST 700-3 (Seminar in Historical Methodology and Research), which will normally be taken in their second semester. The thesis must be based on original research, and demonstrate an understanding of historical writing and practice, as well as independent, critical thought.

The project will be an equivalent alternative to a thesis. Candidates will defend the project before a committee of academic and community examiners. The criteria for examination stipulate that the project must be substantial (the equivalent in terms of research and preparation of a 100-page thesis), must have practical application, and must include actual implementation or an implementation plan.

Required Course

HIST 700-3 Seminar in Historical Methodology and Research

Elective Courses

HIST 701-3 Themes in the History of Gender
HIST 702-3 Themes in Native History
HIST 704-3 Themes in Environmental History
HIST 705-3 Themes in the History of International Relations
HIST 706-3 Themes in Intellectual History
HIST 707-3 Themes in Cultural History
HIST 708-3 Themes in Social History
HIST 799-3 Independent Study

Interdisciplinary Studies (MA & MSc Programs)

The IDIS program covers the scope of multiple disciplines and in doing so, faculty from other graduate programs are able to participate in this program. Therefore, the IDIS Graduate Program welcomes all faculty members eligible to be supervisors to be part of the IDIS Graduate Program. For further information contact the Office of the Dean of Graduate Programs grad-office@unbc.ca

IDIS Program Chair – Dr. Catherine Nolin

Not all advances in knowledge, or in creativity, take place within established disciplines. In fact, innovative thinking and creativity may be unleashed by diminishing or deliberately removing the boundaries between disciplines or by bridging the boundaries. The University of Northern British Columbia provides two options for interdisciplinary inquiry.

The MA option in Interdisciplinary Studies is specifically designed to enable students to pursue intellectual development outside the constraints of traditional disciplines in the Humanities and Social Sciences. The MSc option in Interdisciplinary Studies is specifically designed to enable students to go beyond the constraints of traditional disciplines in the Physical and Life Sciences. Applicants

interested in interdisciplinary studies should consult the Dean of Graduate Programs directly for advice on which option would be most appropriate for their research interests, and on how to tailor a course of study appropriate to their interests.

An applicant may undertake an Interdisciplinary Studies program only under the following circumstances:

- The applicant's proposed course of study cannot be pursued within an existing degree.
- The applicant has a well-conceived idea of the courses needed for a program of study, and of a thesis topic that the applicant wishes to pursue.

An interdisciplinary degree program shall normally follow the following guidelines or criteria:

- The intellectual rationale of the thesis must be truly interdisciplinary; that is, it must draw from at least two of the university programs described in the UNBC Graduate Calendar.
- All interdisciplinary programs shall include a 12 credit hour thesis, and shall be composed of a minimum total of 27 credit hours.
- The number of courses included in an Interdisciplinary Studies Program shall be at least five, but may be more if it is deemed by the supervisor and supervisory committee that additional courses are necessary.
- A student may not take all courses, nor all but one course, from the same program.
- It must be clearly demonstrated in the proposal that the subject of study cannot be contained within one graduate program.
- For administrative purposes, only the program to which the thesis supervisor is appointed shall be deemed the student's discipline.

Steps to Take in Arranging an Interdisciplinary Graduate Program

It is the applicant's responsibility to provide a detailed description of the program of study and research proposal. To assist in the preparation of the needed documentation, applicants should follow the steps following:

1. Determine that you meet the general graduate admission requirements at the University of Northern British Columbia by reviewing the admission requirements in the calendar. See Graduate Programs Admissions and Regulations.
2. Determine that your research proposal could not be undertaken in any established graduate program at the University of Northern British Columbia by reviewing the calendar and speaking with graduate advisors from the programs that might constitute your proposed program of study.
3. Also consult the graduate advisors to obtain specific information on course requirements and prerequisites.
4. Prepare as detailed a draft of your research proposal as possible to give to potential supervisors (for assistance see the section on Guidelines for Preparing a Research Proposal presented below).

5. Identify potential supervisors using the faculty listings in the University Calendar as well as the program websites. Arrange meetings or contact suitable potential supervisors by telephone or e-mail. (Do not send inquiries to every faculty member in a program. Choose the appropriate contacts.)
6. Work with the supervisor to choose potential committee members. Committee members must be eligible to supervise graduate students and to contribute expertise to the research.
7. Contact the potential committee members with your proposal.
8. Once you have a potential committee established, meet or consult with your proposed supervisor and members to indicate their approvals.
9. Prepare the Interdisciplinary Graduate Program Proposal Checklist and have it signed by your proposed supervisor(s) and committee member(s).
10. Get signatures from the chairs or directors of the programs/schools (at least two) to which your committee members are attached. The signatures indicate that these programs are willing to participate in your academic program.
11. Submit your completed Application for Admission and the Interdisciplinary Graduate Program Proposal Checklist, along with your research proposal and research plan, to the Graduate Studies Officer, Office of the Registrar. If courses are listed which are in programs other than those of the supervisory committee members, include written permission from the program to enroll in these courses. In addition, you need to identify a minimum of two courses that will be taken in the first semester.
12. Arrange for official transcripts and three academic references to be sent directly to the Graduate Studies Officer, Office of the Registrar.

Admission

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Interdisciplinary Studies MA and MSc Program accepts students for the September, January and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

An applicant's undergraduate qualifications will be evaluated as one of the principal determinants of his/her preparation to successfully complete the chosen course of studies and thesis research. To be considered for entry, an applicant must hold a four-year baccalaureate degree, and have achieved a GPA of at least 3.33 on the most recently completed 60 credit hours.

Applicants may wish to consult with the Dean of Graduate Programs prior to applying for the Interdisciplinary Studies program. The Dean of Graduate Programs may advise the applicant to apply to an existing program, or may advise the applicant to contact members of the faculty who may have interests suitable to the course of study the applicant wishes to pursue.

Persons seeking admission to an Interdisciplinary Studies Program should apply directly to the Office of the Registrar. An Interdisciplinary Studies MA Committee will evaluate applications to the MA option; an Interdisciplinary Studies MSc Committee will evaluate applications to the MSc option. Each committee consists of at least three faculty members, and is chaired by the Dean of Graduate Programs.

Before the committees will consider an application, the applicant must have a proposed thesis supervisor. In addition, the applicant must select, and have approved by the proposed supervisor and the proposed supervisory committee, the courses which are to be taken. The applicant must submit a completed application, including the research proposal, to the Office of the Registrar before the deadline. This proposal must adhere to the following guidelines.

Guidelines for Preparing a Research Proposal for an Interdisciplinary Program

Normally, a research proposal is approximately two pages in length. In it, you must identify the topic and approach that you wish to undertake, and justify the relevance of the program of study and the supervisory committee membership. You also need to explain why the proposal requires an interdisciplinary approach.

The guidelines that follow are designed to assist you in preparing a properly documented proposal. You should put together an outline of your ideas, so that you can share this with potential supervisors. Once you have the agreement of a potential supervisor, you can seek their assistance in refining and completing the proposal.

I. Research Proposal

1. Please specify the working title of your research. This should describe the topic and its key elements (e.g., time period, place, texts/authors, etc.).
2. Provide a statement of your research question(s) or research objective(s). The statement should be a clear, brief description of the topic area, with emphasis on the particular issue to be investigated in this area. Make sure to define terms and use language accessible to a non-specialist audience.
3. Provide a general description of the approach that you plan to take in the proposed investigation. Briefly describe: how you will go about carrying out this research; how you will collect your data; and how you will attempt to analyze it.

II. Necessity for Interdisciplinary Studies

4. Summarize the contribution you hope your research will make.
5. Identify what makes your research proposal an interdisciplinary project and explain why it cannot be carried out within an existing disciplinary program.

Graduate Programs: Interdisciplinary Studies, International Studies

III. Proposed Program of Study

6. Identify the academic courses and the experiences that have prepared you to undertake the proposed research project.
7. Specify the prospective courses that you wish to include in your program of study.
8. Identify the courses that will provide you with the methodological and linguistic (if relevant) skills needed for your research proposal.
9. Briefly explain how the proposed program of study will contribute to the goals of your research.

IV. Proposed Supervisory Committee

10. Identify the members of your proposed supervisory committee and the relevant expertise they will bring to the project.

Any faculty members associated with other Graduate programs listed in the current Graduate Calendar may supervise students in the Interdisciplinary Studies Program. Other faculty members who may supervise students are listed at the beginning of this program.

International Studies (MA Program)

Graduate supervisors are normally drawn from the Departments of Economics and International Studies.

Fiona MacPhail, Professor and Co-Chair
Ken Wilkening, Associate Professor and Co-Chair
Paul Bowles, Professor
Jalil Safaei Boroojeny, Associate Professor
Ajit Dayanandan, Associate Professor
Jacqueline Holler, Associate Professor
Catherine Nolin, Associate Professor
Chris Opio, Associate Professor
Heather Smith, Professor
Baotai Wang, Associate Professor
Karima Fredj, Assistant Professor
Bryan Bogdanski, Adjunct Professor

Website: www.unbc.ca/internationalstudies

UNBC's innovative and interdisciplinary Master's degree in International Studies has three main streams: regional relations, international development, and global environmental policy. Students may pursue other subject areas provided the requisite faculty expertise can be identified. This program is managed jointly by the Departments of International Studies and Economics, with co-operation from faculty in Political Science, History, Geography, and Environmental Studies.

The regional relations stream encompasses a broad range of concerns. We have particular expertise in the Asia-Pacific, the Circumpolar North, Russia, the Americas, Canada's external relations, international institutions, and aspects of international security. (The

program does not focus to any significant extent on regional relations in such other areas as the Middle East, South Asia or Africa.)

The focus of the international development stream is to provide students with an understanding of the global forces and actors affecting developing countries, of the dimensions of human well-being and the strategies for their improvement in developing countries, and of the theoretical and practical tools used in applied development analysis.

The global environmental policy stream encompasses policies and institutional arrangements to manage transboundary, regional, and global ecological problems, such as ozone depletion, acid rain, climate change, and northern and Arctic resources. Another emphasis is the harmonization of environment and economic development in the poor and industrializing nations of the South.

International language training (in languages other than English and French), internship, co-op, and study abroad experiences can be incorporated into the program. Recognizing the importance of language and culture, the Department of International Studies currently offers undergraduate courses in introductory and intermediate Japanese, Russian, and Mandarin, and these are open to graduate students.

Financial assistance in the form of teaching assistantships is available to some full-time students, in accordance with University regulations.

Requirements

The program includes both a thesis and a non-thesis option. The thesis option involves four courses and a thesis (maximum 20,000 words). The non-thesis option requires five courses combined with a shorter research project.

Whichever stream a student chooses, there is a requirement for a theory course, a methodology course, and two or more subject-specific courses. For the regional relations and global environmental policy streams, the theory requirement is INTS 701-3 (State of the Discipline) and the required methodology course is INTS 700-3 (Research Methods). For the international development stream, the required theory course is ECON 601-3 (Global Economy), while the methodology requirement is satisfied either by INTS 700-3 (Research Methods), or ECON 611-3 (Cost-Benefit Analysis). In addition, students in the international development stream are also required to take the subject-specific course ECON 604-3 (Poverty, Inequality and Development).

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The International Studies MA Program accepts students for the September and January Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Mathematical, Computer, and Physical Sciences (MSc Program)

Chair of the Mathematical, Computer and Physical Sciences Graduate Committee: Dr. Margot Mandy

Chemistry

Joselito Arocena M., Professor
Erik Jensen, Professor
Chow H. Lee, Professor
Ron Thring, Professor
Andrea Gorrell, Associate Professor
Jianbing Li, Associate Professor
Margot Mandy, Associate Professor
Guy Plourde, Associate Professor
Stephen Rader, Associate Professor
Kerry Reimer, Associate Professor
Todd Whitcombe, Associate Professor
Sarah Gray, Assistant Professor
Martha Stark, Adjunct Professor
Jeffrey Northup, Adjunct Professor

Computer Science

Liang Chen, Professor
Waqar Haque, Professor
Lee Keener, Professor
Alex Aravind, Associate Professor
Charles Brown, Associate Professor
Jernej Polajnar, Associate Professor
Roger Wheate, Associate Professor
Saif Zahir, Associate Professor
David Casperson, Assistant Professor
Desanka Polajnar, Adjunct Professor

Mathematics

Lee Keener, Professor
Iliya Bluskov, Professor
Pranesh Kumar, Professor
Samuel Walters, Professor
Jennifer Hyndman, Professor
Kevin Keen, Associate Professor
Daniel Ryan, Associate Professor
David Casperson, Assistant Professor
Edward Dobrowolski Adjunct Professor

Physics

Erik Jensen, Professor
Elie Korkmaz, Professor
Mark Shegelski, Professor
Ian Hartley, Associate Professor
Margot Mandy, Associate Professor
Matthew Reid, Associate Professor
Patrick Mann, Adjunct Professor

Website: www.unbc.ca/mcps

Mathematical, Computer and Physical Sciences (MCPS) is one stream of the Master of Science degree in the College of Science and Management. Thesis and project options are available. The thesis option has, as a substantial component, the completion of an original research program, culminating in the preparation of a thesis, and prepares graduates for careers in research or for further academic study. The project option provides training across disciplines particularly suitable to individuals with more defined career objectives, as well as provides a mechanism for non-traditional students (e.g., working students, teachers, and professionals) to upgrade their skills. Students within the MCPS stream will, upon successful completion of the degree requirements outlined herein, obtain an MSc with one or any combination of the following study areas noted on their transcript: Mathematics, Computer Science, Chemistry, and Physics.

All students must participate in a Graduate Seminar course (one of MCPS 704-1.5, BCMB 704-1.5, NRES 704-1.5, CPSC 704-1.5, MATH 704-1.5, or CHEM 714-1.5) for at least two semesters during their course of studies. Normally, students in the study area of Physics or a combination of study areas including Physics are expected to take PHYS 710-3.

Thesis Option

The Master of Science thesis option is designed for candidates who wish to develop career interests related to scientific research or who intend to pursue further academic research degrees. The degree is expected to attract students from traditional science disciplines such as physics, chemistry, mathematics, and computer science. MSc students within the MCPS stream are required to complete 3 credit hours of Graduate Seminar, a minimum of 12 credit hours of approved electives, and a 12 credit-hour thesis (MCPS 790-12). It is expected that the electives will consist of scientifically oriented courses and that the thesis will involve an independent investigation resulting in a scientific contribution.

The 12 elective credit hours must be graduate-level study (i.e., at or above the 600 level) selected from the science courses available at UNBC. A maximum of 6 credit hours from independent studies can be counted towards the elective requirement. Specific details of course work are determined by the research area undertaken by the student. The supervisory committee ensures the appropriate selection of elective courses, and may require a student to complete more than 12 elective credit hours if, for example, weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Related to the MSc thesis (MCPS 790-12), students are required to (a) make an oral presentation of the thesis proposal to the supervisory committee, (b) write an original thesis based on the research completed (in accordance with established UNBC guidelines), (c) give a public lecture on the completed thesis, and (d) present an oral defense of the thesis to the examining committee. All course requirements must have been satisfied prior to the oral defense.

Graduate Programs: Mathematical, Computer, and Physical Sciences

Summary of Thesis Option

Graduate Seminar	3 credit hours
Elective Courses	12 credit hours
MSc Thesis	12 credit hours
Total Required	27 credit hours

Project Option

The Master of Science project option is designed for candidates who wish to upgrade their skills, or who are constrained in their ability to undertake a traditional research thesis. MSc students within the MCPS stream are required to complete 3 credit hours of Graduate Seminar, a minimum of 18 credit hours of approved electives, and a 6 credit-hour project. Given the course-intensive nature of this option, MSc projects are limited, subject to sufficient teaching resources and a critical mass of faculty within an area of defined specialization. It is expected that the electives will consist of scientifically oriented courses, and that the project will involve an independent investigation resulting in a scientific contribution, although this contribution need not include original research. Because of the high weighting of course offerings for this option, it is restricted to designated specializations that have been decided upon within each program area. Designation of a specialization implies that sufficient resources are available to ensure that required courses within the specialization can be offered to fulfill the requirements for the degree.

The 18 elective credit hours must be graduate-level study (i.e., at or above the 600 level) selected from the science courses available within the designated specialization. A maximum of 6 credit hours from independent studies can be counted towards the elective requirement. Normally, students in the study area of Physics or a combination of study areas including Physics are expected to take PHYS 710-3. Specific details of course work are determined by the nature of the project undertaken by each student. The supervisory committee ensures the appropriate selection of elective courses, and may require a student to complete more than 18 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

In order to complete an MSc project successfully, a student is required to (a) make a presentation of the project proposal to the supervisory committee, (b) write a project report, (c) give a public lecture on the completed project, and (d) pass an evaluation of the project and report with the examining committee. All core and elective course requirements must have been satisfied prior to the oral presentation of the project.

Summary of Project Option

Graduate Seminar	3 credit hours
Elective Courses	18 credit hours
MSc Project	6 credit hours
Total Required	27 credit hours

Recommended Progression

The normal time for completion of the MSc is two academic years. While this is the recommended time line, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

The Graduate Seminar courses (one or more of MCPS 704-1.5, NRES 704-1.5, BCMB 704-1.5, CPSC 704-1.5, MATH 704-1.5, CHEM 714-1.5) are offered during all September and January Semesters. Students are expected to enroll in a seminar course at least two times during their degree program.

Electives may be taken at any time during Years I and II. The sequencing of electives is determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, develops a thesis or project proposal. By the end of the second semester, the student should have successfully defended their proposal to the supervisory committee. This allows the student to undertake the collection of data during the Summer of Year I. It is expected that the student will have successfully defended the thesis or completed the evaluation phase of the project by the end of Year II.

Admission, Regulations and Committee Structures

Admission Requirements

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MSc program is contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential. Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Mathematical, Computer and Physical Sciences MSc Program accepts students for the September and January Semesters. For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program. At the time of application, it is recommended that applicants clearly state in a letter the intent to transfer courses and identify the courses to be considered for possible transfer.

Graduate Programs: Math, Natural Resources and Environmental Studies

Normal Time Required for Completion

Normally, the degree should be completed in two years or less. Students may take longer to complete the degree depending on their personal circumstances and the nature of their research or Project involvement.

Committee Structure

Students are advised by a supervisory committee consisting of at least three members, including the academic supervisor who will normally serve as the chair of the committee. At least one of the committee members must be from outside of the student's program. The committee will be struck during the student's first term of study.

Natural Resources and Environmental Studies (MA Program)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Ken A. Otter (until June 30, 2012)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Annie Booth (new July 1, 2012)

Geography

Gail Fondahl, Professor (Geography)

Kevin Hall, Professor (Geography)

Greg Halseth, Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)

Neil Hanlon, Associate Professor (Geography)

Catherine Nolin, Associate Professor (Geography)

Jueyi Sui, Associate Professor (Environmental Engineering)

Roger Wheate, Associate Professor (Geography)

Zoe Meletis, Assistant Professor (Geography)

Environmental Studies

Kevin Hall, Professor (Geography)

Andrew D. Seidel, Professor (Environmental Planning)

Annie Booth, Associate Professor (Ecosystem Science and Management)

David Connell, Associate Professor (Environmental Planning)

John Curry, Associate Professor (Environmental Planning)

Balbinder Deo, Associate Professor (Business Management)

Gail Fondahl, Associate Professor (Geography)

Michael Murphy, Associate Professor (Political Science) and Canada Research Chair, Comparative Indigenous-State Relations

Jueyi Sui, Associate Professor (Environmental Engineering)

Tracey Summerville, Associate Professor (Political Science)

Ken Wilkening, Associate Professor (International Studies)

Loraine Lavalee, Assistant Professor (Psychology)

Orland Wilkerson, Assistant Professor (Environmental Planning)

Tourism

Patrick Maher, Associate Professor (Outdoor Recreation and Tourism Management)

John Shultis, Associate Professor (Outdoor Recreation and Tourism Management)

Pamela Wright, Associate Professor (Outdoor Recreation and Tourism Management)

Website: www.unbc.ca/nres

The Master of Arts in Natural Resources and Environmental Studies [MA (NRES)] offers students the opportunity to pursue studies of the social dimensions of human-environment interactions, from a community-based or regional perspective. The degree is distinguished by its focus on human perspectives on historical and contemporary resource and environmental issues. It encourages the study of the social, cultural, ethical, economic and political dynamics of resource and land use, and environmental change in northern ecosystems.

Students must choose from the following areas of study:

- Geography
- Environmental Studies
- Outdoor Recreation and Tourism Management

All students must participate in a graduate seminar course (NRES 704-1.5) at least twice during their course of studies and complete a research design and methods course (NRES 705-3). These required courses will provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses will provide students with the option to pursue their specialized interests.

Candidates must complete a minimum of 9 elective credit hours at graduate level (i.e., at or above the 600 level) that emphasize the human dimensions of resource or environmental issues. A maximum of 3 credit hours from independent studies can be counted towards the elective requirement. Specific details of coursework will be determined by the research area undertaken by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 9 credit hours if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

The MA (NRES) degree also requires the writing and defense of an independent research thesis (NRES 794-12).

Summary

Core Courses	6 credit hours
Elective Courses	9 credit hours
MA Thesis	12 credit hours
Total Required	27 credit hours

Graduate Programs: Natural Resources and Environmental Studies

Recommended Progression

The normal time for completion of the MA (NRES) is two academic years. While this is the recommended time line, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

The Research Design and Methods course (NRES 705-3) will be offered annually in the Fall Semester. Students will normally enroll in the Research Design and Methods course in Year I of their program. This timing will allow students to pursue their area of specialization with elective courses during the Fall Semester, in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal. It will also allow those students lacking a sufficient background in statistics to meet the course prerequisite.

The Graduate Seminar (NRES 704-1.5) will be offered during all September and January Semesters. Students are expected to enroll in a seminar course at least two times during their degree program. Students will take NRES 704-1.5 at least twice.

Electives may be taken at any time during Years I and II. The sequencing of electives will be determined by the student in discussion with the supervisory committee. Over the Fall and Winter Semesters of Year I, the student, under the direction of the supervisory committee, will develop a thesis proposal. By the end of the second semester, the student should have successfully defended the thesis proposal to the supervisory committee. This will allow the student to undertake the collection of data during the Summer of Year I. It is expected that the student will have successfully defended the thesis by the end of Year II.

Admission, Regulations and Committee Structures

Admission Requirements

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MA program will be contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Natural Resources and Environmental Studies MA Program accepts students for the September, January and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Normal Time Required for Completion

Normally, the degree should be completed in two years. Part-time students would usually take longer to complete the degree depending on their personal circumstances and the nature of their research involvement.

Committee Structure

Students will be advised by a supervisory committee consisting of at least three members, including the academic supervisor who will serve as the chair of the committee. At least one of the committee members must be from outside the student's program. The committee will be struck during the student's first term of study. Students must choose from the following areas of study:

- Environmental Studies
- Geography
- Outdoor Recreation and Tourism Management

Natural Resources and Environmental Studies (MNRES Program)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Ken A. Otter (until June 30, 2012)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Annie Booth (new July 1, 2012)

Joselito M. Arocena, Professor (Environmental Science and Engineering)

Darwyn Coxson, Professor (Ecosystem Science and Management)

Gail Fondahl, Professor (Geography)

Arthur Fredeen, Professor (Ecosystem Science and Management)

Oscar Garcia, Professor, and Forest Renewal BC Endowed Chair in Forest Growth and Yield (Ecosystem Science and Management)

Greg Halseth, Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)

Peter Jackson, Professor (Environmental Science and Engineering)

Kathy Lewis, Professor (Ecosystem Science and Management)

Ellen Petticrew, Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Geography)

Mark Shrimpton, Professor (Ecosystem Science and Management)

Youmin Tang, Professor, and Canada Research Chair, Climate

Prediction and Predictability (Environmental Science and Engineering)

Annie Booth, Associate Professor (Ecosystem Science and Management)

Philip Burton, Associate Professor (Ecosystem Science and Management)

Graduate Programs: Natural Resources and Environmental Studies

David Connell, Associate Professor (Environmental Planning)
John Curry, Associate Professor (Environmental Planning)
Scott Green, Associate Professor (Ecosystem Science and Management)
Ian Hartley, Associate Professor (Ecosystem Science and Management)
Chris Hawkins, Associate Professor, and Forest Renewal BC Endowed Chair in Mixed Wood Ecology and Management (Ecosystem Science and Management)
Christopher Johnson, Associate Professor (Ecosystem Science and Management)
Patrick Maher, Associate Professor (Outdoor Recreation and Tourism Management)
Chris Opio, Associate Professor (Ecosystem Science and Management)
Paul Sanborn, Associate Professor (Ecosystem Science and Management)
John Shultis, Associate Professor (Outdoor Recreation and Tourism Management)
Roger Wheate, Associate Professor (Geography)
Ken Wilkening, Associate Professor (International Studies)
Pamela Wright, Associate Professor (Outdoor Recreation and Tourism Management)
Steve Helle, Associate Professor (Environmental Engineering)
Margot Parkes, Assistant Professor and Canada Research Chair in Health Ecosystems and Society
Orland Wilkerson, Assistant Professor (Environmental Planning)
Jane Young, Assistant Professor (Ecosystem Science and Management)

Website: www.unbc.ca/nres

The Master of Natural Resources and Environmental Studies (MNRES) is designed to integrate the complementary aspects of resource and environmental issues. It focuses on an interdisciplinary approach to melding traditional science with social science perspectives, and resource planning and management. This degree is designed to attract students from a diverse range of backgrounds and aspirations, who share an interest in looking beyond traditional disciplinary boundaries.

The MNRES degree is one Master's degree route within the Faculty of Natural Resources and Environmental Studies (the others are a MA and a MSc). The MNRES is the only one of the three that fully embraces the interdisciplinary philosophy of the Faculty. There are three factors that determine whether a student pursues the MNRES degree: 1) student's background; 2) elective courses undertaken at UNBC and 3) thesis topic. Depending on individualized learning objectives, the MNRES degree allows flexibility in choosing a research emphasis in the social, planned or natural environments from an interdisciplinary perspective.

All students must participate in a graduate seminar course (NRES 704-1.5) at least twice during their course of studies, take a course in integrated resource management (NRES 703-3), and complete a research design and methods course (NRES 705-3). These required courses will provide students with an informed, integrated base for understanding multi-faceted resource and environmental issues. Elective courses will provide students with the opportunity to pursue their specialized interests within an interdisciplinary context. The MNRES degree also requires the completion of an independent research thesis (NRES 792-12) or non-thesis project (NRES 793-6).

Thesis Option

Students pursuing the MNRES thesis route must write and defend an independent research thesis (NRES 792-12) which incorporates research design and implementation addressing an integrated research problem. Candidates must complete a minimum of 6 elective credit hours at graduate level (i.e., at or above the 600 level) that emphasize an integrated approach to natural resource issues. A maximum of 3 credits from independent studies can be counted towards the elective requirement. Specific details of course work will be determined by the research area undertaken by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 6 credits if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Summary of Thesis Option

Core Courses	9 credit hours
Elective Courses	6 credit hours
MNRES Thesis	12 credit hours
Total Required	27 credit hours

Non-Thesis Project Option

The non-thesis project option is designed primarily for students who wish to enhance their professional career skills. Students pursuing this option must complete a project (NRES 793-6) —an extended position paper, report, or plan—that addresses a major problem or issue relevant to the field of natural resources and environmental studies. Candidates must complete a minimum of 12 credit hours of approved elective courses at graduate level (i.e., at or above the 600 level) that result in a broad, well-informed, and integrated exposure to natural resources and environmental issues. A maximum of 3 credits from independent studies can be counted towards the elective requirement. The supervisory committee will ensure appropriate elective course selection, and may require a student to complete more than 12 credits if weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

Summary of Project Option

Core Courses	9 credit hours
Elective Courses	12 credit hours
MNRES Project	6 credit hours
Total Required	27 credit hours

Recommended Progression

The normal time for completion of the MNRES is two academic years. While this is the recommended time line, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

Graduate Programs: Natural Resources and Environmental Studies

The Research Design and Methods course (NRES 705-3) will be offered annually in the Fall Semester. Students will normally enroll in the Research Design and Methods course in Year I of their program. This timing will allow students to pursue their area of specialization with elective courses during the September Semester, in order to develop an interest-specific framework within which to pose methodological questions for the thesis or project proposal. It will also allow those students lacking a sufficient background in statistics to meet the course prerequisite.

The Graduate Seminar (NRES 704-1.5) will be offered during all September and January Semesters. Students will take NRES 704-1.5 at least twice. Electives and Integrated Resource Management (NRES 703-3) may be taken at any time during Years I and II. The sequencing of courses will be determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, will develop a thesis or project proposal. By the end of the second semester, the student should have successfully defended the thesis or project proposal to the supervisory committee.

This will allow the student to undertake the collection of data during the Summer of Year I. It is expected that the student will have successfully defended the thesis by the end of Year II.

Admission, Regulations and Committee Structures

Admission Requirements

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MNRES program will be contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed Continuing Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Natural Resources and Environmental Studies MNRES Program accepts students for the September, January and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Normal Time Required for Completion

Normally, the degree should be completed in two years. Part-time students may take longer to complete the degree depending on their personal circumstances, and the nature of their research involvement.

Committee Structure

Students will be advised by a supervisory committee consisting of at least three members, including the academic supervisor who will serve as the chair of the committee. At least one of the committee members must come from outside the student's program. The committee will be struck during the student's first term of study.

Natural Resources and Environmental Studies (MSc Program)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Ken A. Otter (until June 30, 2012)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Annie Booth (new July 1, 2012)

Biology

Darwyn Coxson, Professor (Ecosystem Science and Management)
Russell Dawson, Professor, and Canada Research Chair, Avian Ecology (Ecosystem Science and Management)
Keith Egger, Professor (Ecosystem Science and Management)
Arthur Fredeen, Professor (Ecosystem Science and Management)
Michael Gillingham, Professor (Ecosystem Science and Management)
Kathy Lewis, Professor (Ecosystem Science and Management)
Staffan Lindgren, Professor (Ecosystem Science and Management)
Hugues Massicotte, Professor (Ecosystem Science and Management)
William McGill, Professor (Ecosystem Science and Management)
Katherine Parker, Professor, and Ian McTaggart Cowan Muskwa Kechika Research Professor (Ecosystem and Science Management)
Ellen Petticrew, Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Geography)
Mark Shrimpton, Professor (Ecosystem Science and Management)
Philip Burton, Associate Professor (Ecosystem Science and Management)
Scott Green, Associate Professor (Ecosystem Science and Management)
Dezene Huber, Associate Professor Forest Entomology and Chemical Ecology (Ecosystem Science and Management)
Christopher Johnson, Associate Professor (Ecosystem Science and Management)
Brent Murray, Associate Professor (Ecosystem Science and Management)
Ken A. Otter, Professor (Ecosystem Science and Management)
Lisa Poirer, Assistant Professor (Ecosystem Science and Management)
Jane Young, Assistant Professor (Ecosystem Science and Management)

Graduate Programs: Natural Resources and Environmental Studies

Environmental Science

Joselito M. Arocena, Professor (Environmental Science and Engineering)
Darwyn Coxson, Professor (Ecosystem Science and Management)
Keith Egger, Professor (Ecosystem Science and Management)
Arthur Fredeen, Professor (Ecosystem Science and Management)
Kevin Hall, Professor (Geography)
Peter Jackson, Professor (Environmental Science and Engineering)
William McGill, Professor (Ecosystem Science and Management)
Ellen Petticrew, Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Geography)
Ron Thring, Professor (Chemistry, Environmental Science and Engineering)
Annie Booth, Associate Professor (Ecosystem Science and Management)
John Curry, Associate Professor (Environmental Planning)
Jianbing Li, Associate Professor (Environmental Engineering)
Brian Menounos, Associate Professor (Geography)
Philip Owens, Associate Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Environmental Science)
Michael Rutherford, Associate Professor (Environmental Science and Engineering)
Paul Sanborn, Associate Professor (Ecosystem Science and Management)
Jueyi Sui, Associate Professor (Environmental Engineering)
Youmin Tang, Professor, and Canada Research Chair, Climate Prediction and Predictability (Environmental Science and Engineering)
Todd Whitcombe, Associate Professor (Chemistry)
Stephen Déry, Associate Professor, and Canada Research Chair, Northern Hydrometeorology (Environmental Science and Engineering)
Steve Helle, Associate Professor (Environmental Engineering)

Forestry

Joselito M. Arocena, Professor (Environmental Science and Engineering)
Oscar Garcia, Professor, and Forest Renewal BC Endowed Chair in Forest Growth and Yield (Ecosystem and Science Management)
Keith Egger, Professor (Ecosystem and Science Management)
Arthur Fredeen, Professor (Ecosystem Science and Management)
Kevin Hall, Professor (Geography)
Kathy Lewis, Professor (Ecosystem Science and Management)
Staffan Lindgren, Professor (Ecosystem Science and Management)
Hugues Massicotte, Professor (Ecosystem Science and Management)
William McGill, Professor (Ecosystem Science and Management)
Ron Thring, Professor (Chemistry, Environmental Science and Engineering)
Philip Burton, Associate Professor (Ecosystem Science and Management)
Scott Green, Associate Professor (Ecosystem Science and Management)
Ian Hartley, Associate Professor (Ecosystem Science and Management)
Chris Hawkins, Associate Professor, and Forest Renewal BC Endowed Chair in Mixed Wood Ecology and Management (Ecosystem Science and Management)
Christopher Johnson, Associate Professor (Ecosystem Science and Management)

Chris Opio, Associate Professor (Ecosystem Science and Management)
Paul Sanborn, Associate Professor (Ecosystem Science and Management)
Dezene Huber, Associate Professor, and Canada Research Chair, Forest Entomology and Chemical Ecology (Ecosystem Science and Management)
Lisa Poirier Assistant Professor (Ecosystem Science and Management)

Geography

Joselito M. Arocena, Professor (Environmental Science and Engineering)
Kevin Hall, Professor (Geography)
Peter Jackson, Professor (Environmental Science and Engineering)
Ellen Petticrew, Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Geography)
Brian Menounos, Associate Professor (Geography)
Philip Owens, Associate Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Environmental Science)
Jueyi Sui, Associate Professor (Environmental Engineering)
Youmin Tang, Professor, and Canada Research Chair, Climate Prediction and Predictability (Environmental Science and Engineering)
Roger Wheate, Associate Professor (Geography)

Outdoor Recreation and Tourism Management

John Shultis, Associate Professor (Outdoor Recreation and Tourism Management)
Pamela Wright, Associate Professor (Outdoor Recreation and Tourism Management)
Patrick Maher, Associate Professor (Outdoor Recreation and Tourism Management)

Website: www.unbc.ca/nres

Natural Resources and Environmental Studies (NRES) is one stream of the Master of Science degree in the College of Science and Management. This degree is designed for candidates whose research interests have a scientific emphasis, and is expected to attract students from science disciplines such as biology, forestry, environmental science, and physical geography, as well as other scientifically oriented areas of resource management. Students studying within the NRES stream will, upon successful completion of the degree requirements outlined herein, obtain a MSc (NRES).

Students must choose from the following areas of study:

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation and Tourism Management

All students must participate in a graduate seminar course (e.g., NRES 704-1.5 and/or MCPS 704-1.5) for at least two semesters during their course of studies, and complete a research design and methods course (NRES 705-3). It is anticipated that some students may enter the Master's degree program with a strong background in

Graduate Programs: Natural Resources and Environmental Studies

the areas of research design/methods and research analyses. Such students may challenge the requirement of the Research Design and Methods course. Because MCPS 705-3 is symmetrical with NRES 705-3, such students may opt to take the methods course offered as part of the alternate MSc stream to which they are enrolled (i.e., the MCPS stream of the MSc degree). The course instructor(s) and the supervisory committee will together decide upon the appropriateness of this substitution.

Candidates must complete a minimum of 9 elective credit hours at graduate level (i.e., at or above the 600 level), selected from the science courses available at UNBC or courses that emphasize a scientific orientation to natural resource issues. A maximum of 3 credits from independent studies can be counted towards the elective requirement. Specific details of course work will be determined by the research area undertaken by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 9 elective credits if, for example, weaknesses in the student's background exist (including undergraduate prerequisites for graduate courses) or if additional courses are required for professional accreditation.

The MSc (NRES) also requires the completion of a research thesis (NRES 790-12), in which the student makes a scientific contribution to a traditional science field or to an applied understanding of resources and the environment. Students will be required to (a) make an oral presentation of the thesis proposal to the supervisory committee, (b) write an original thesis based on the research completed (in accordance with established UNBC guidelines), (c) give a public lecture on the completed thesis, and (d) present an oral defense of the thesis to the examining committee. All core and elective course requirements must have been satisfied prior to the oral defense.

Summary

Core Courses	6 credit hours
Elective Courses	9 credit hours
MSc Thesis	12 credit hours
Total Required	27 credit hours

Recommended Progression

The normal time for completion of the MSc is two academic years. While this is the recommended time line, it may be adjusted at the discretion of the supervisory committee to suit a particular student's research and program needs.

The Research Design and Methods course (NRES 705-3) will be offered annually in the September Semester. Students will normally enroll in the Research Design and Methods course in Year I of their program. This timing will allow students to pursue their area of specialization with elective courses during the September Semester, in order to develop an interest-specific framework within which to pose methodological questions for the thesis proposal.

The Graduate Seminar courses (NRES 704-1.5, MCPS 704-1.5) will be offered during all September and January Semesters. Students will be expected to enroll in a seminar course at least two times during their degree program.

Electives may be taken at any time during Years I and II. The sequencing of electives will be determined by the student in discussion with the supervisory committee. Over the September and January Semesters of Year I, the student, under the direction of the supervisory committee, will develop a thesis proposal. By the end of the second semester, the student should have successfully defended their thesis proposal to the supervisory committee. This will allow the student to undertake the collection of data during the Summer of Year I. It is expected that the student will have successfully defended the thesis by the end of Year II.

Admission, Regulations and Committee Structures

Admission Requirements

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, acceptance to the MSc program will be contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must also provide a completed Continuing Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program. Normally, at least two of the three letters of recommendation, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Natural Resources and Environmental Studies MSc Program accepts students for the September, January and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Transfer Students

Upon the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Normal Time Required for Completion

Normally, the degree should be completed in two years or less. Students may take longer to complete the degree depending on their personal circumstances, and the nature of their research.

Committee Structure

Students will be advised by a supervisory committee consisting of at least three members, including the academic supervisor who will normally serve as the chair of the committee. At least one of the committee members must be from outside of the student's program. The committee will be struck during the student's first term of study.

Natural Resources and Environmental Studies (PhD Program)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Ken A. Otter (Until June 30, 2012)

Chair of the Natural Resources and Environmental Studies Graduate Program: Dr. Annie Booth (new July 1, 2012)

Joselito M. Arocena, Professor (Environmental Science and Engineering)

Darwyn Coxson, Professor (Ecosystem Science and Management)

Russell Dawson, Professor, and Canada Research Chair Avian Ecology (Ecosystem Science and Management)

Keith Egger, Professor (Ecosystem Science and Management)

Arthur Fredeen, Professor (Ecosystem Science and Management)

Gail Fondahl, Professor (Geography)

Michael Gillingham, Professor (Ecosystem Science and Management)

Kevin Hall, Professor (Geography)

Greg Halseth, Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)

Peter Jackson, Professor (Environmental Science and Engineering)

Kathy Lewis, Professor (Ecosystem Science and Management)

Staffan Lindgren, Professor (Ecosystem Science and Management)

Hugues Massicotte, Professor (Ecosystem Science and Management)

William McGill, Professor (Ecosystem Science and Management)

Katherine Parker, Professor, and Ian McTaggart Cowan Muskwa

Kechika Research Professor (Ecosystem Science and Management)

Ellen Petticrew, Professor, and Forest Renewal BC Endowed Chair in Landscape Ecology (Geography)

Andrew D. Seidel, Professor (Environmental Planning)

Mark Shrimpton, Professor (Ecosystem Science and Management)

Ron Thring, Professor (Chemistry, Environmental Science and Engineering)

Annie Booth, Associate Professor (Ecosystem Science and Management)

Philip Burton, Associate Professor (Ecosystem Science and Management)

John Curry, Associate Professor (Environmental Planning)

Neil Hanlon, Associate Professor (Geography)

Chris Hawkins, Associate Professor, and Forest Renewal BC Endowed Chair in Mixed Wood Ecology and Management (Ecosystem Science and Management)

Ian Hartley, Associate Professor (Ecosystem and Science Management)

Christopher Johnson, Associate Professor (Ecosystem Science and Management)

Jianbing Li, Associate Professor (Environmental Engineering)

Brian Menounos, Associate Professor (Geography)

Michael Murphy, Associate Professor and Canada Research Chair, Comparative Indigenous-State Relations

Brent Murray, Associate Professor (Ecosystem Science and Management)

Catherine Nolin, Associate Professor (Geography)

Chris Opio, Associate Professor (Ecosystem Science and Management)

Ken A. Otter, Professor (Ecosystem Science and Management)

Philip Owens, Associate Professor and BC Endowed Chair

Michael Rutherford, Associate Professor (Environmental Science)

John Shultis, Associate Professor (Outdoor Recreation and Tourism Management)

Jueyi Sui, Associate Professor (Environmental Engineering)

Youmin Tang, Professor and Canada Research Chair, Climate Prediction and Predictability (Environmental Science and Engineering)

Roger Wheate, Associate Professor (Geography)

Ken Wilkening, Associate Professor (International Studies)

Pamela Wright, Associate Professor (Outdoor Recreation and Tourism Management)

David Connell, Associate Professor (Environmental Planning)

Stephen Déry, Associate Professor, and Canada Research Chair, Northern Hydrometeorology (Environmental Science and Engineering)

Steve Helle, Associate Professor (Environmental Engineering)

Dezene Huber, Associate Professor and Canada Research Chair, Forest and Entomology and Chemical Ecology (Ecosystem Science and Management)

Website: www.unbc.ca/nres

The PhD in Natural Resources and Environmental Studies [PhD (NRES)] offers students the opportunity to develop an advanced level of understanding and training in any one or a combination of scientific discipline(s) related to natural environments, the processes (e.g., biological, chemical, physical) that govern them, or the human dimensions (e.g., social, economic, political, cultural) that interact with them. The PhD (NRES) promotes an integration of the linkages between social, ethical, political, and cultural dimensions, and an understanding of basic ecological, biological, and physical attributes of natural resources. Emphasis is placed upon the student to acquire an interdisciplinary base upon which to found a “disciplinary” area of concentration. Graduates from this program who have an area of concentration and a familiarity with how other disciplines can contribute toward solving environmental problems should be capable of addressing a variety of natural resources and environmental issues from a number of perspectives.

Students must complete 9 credit hours of interdisciplinary core courses: NRES 801-3, NRES 802-3, and NRES 803-3. These courses will provide all students with a framework, balanced in science and human dimensions, upon which a specific PhD program may be built. Also required is a compulsory seminar course (NRES 804-3), and a PhD thesis (NRES 890-12). Students may be required, at the discretion of their supervisory committee, to take additional courses within their area.

Students must pass three separate checks on their academic progress towards a PhD: a qualifying exam, a defense of thesis proposal, and a defense of the thesis. The qualifying exam is tailored to ensure a cross-disciplinary aptitude, and tests the student's grasp of the interdisciplinary nature of natural resource and environmental issues. The thesis proposal defense is tailored to ensure that a student has a grasp of his/her area of concentration, and therefore examines the level of knowledge within the area of concentration. Upon successfully passing both the qualifying examination and the thesis proposal defense, a student is granted candidate status, and embarks upon the thesis work under the supervision of his/her faculty advisor. Following completion of the research, the candidate must defend his/her thesis to an examination committee.

Graduate Programs: Natural Resources and Environmental Studies, Nursing

Summary

Required Core Courses	9 credits
Graduate Seminar	3 credits
PhD Thesis	12 credits
Total Required	24 credits

Recommended Progression

First Year: Core Courses, Qualifying Exam

During the first two semesters, the common set of three required core courses (NRES 801-3 Integrated Environmental Systems I, NRES 802-3 Integrated Environmental Systems II, and NRES 803-3 Integrated Environmental Systems III) will be taken. In addition, the graduate seminar (NRES 804-3) will be taken by all PhD students.

At the end of the second semester, PhD students will normally take a qualifying exam consisting of written and oral components. The general part of the exam should demonstrate the student's ability to synthesize and extrapolate from the interdisciplinary perspectives of natural resource management and environmental studies, at an integrative level and scope consistent with the core PhD courses (NRES 801-3, NRES 802-3, and NRES 803-3). The specialty part of the exam will assess the student's background knowledge and familiarity with the theory and methodology associated with his/her thesis topic.

Second Year: Area of Concentration, Defense of Thesis Proposal

If students are required to take additional courses to address deficiencies within their area of concentration, they will be able to select courses from relevant course offerings within the Faculty of Natural Resources and Environmental Studies, as well as other UNBC programs, or from other accredited graduate programs in other post-secondary institutions. In addition, students will normally conduct some exploratory research in their area of concentration.

Once coursework is substantially complete, the students will work towards finalizing a thesis proposal, a document demonstrating academic rigor, and of publishable quality. Students will be expected to present the thesis proposal before their committee, and to demonstrate their knowledge within their area of concentration. Normally, this defense will be scheduled either at the end of the third semester or at the beginning of the fourth semester of study.

Third to Fifth Year: Thesis

Upon successful completion of course work, and the successful completion of the qualifying exam and the defense of thesis proposal, the student is officially designated as a PhD candidate, and proceeds to full-time work on the thesis under the direct supervision of the advisor and any other designated committee members. Any major changes made to the thesis proposal after approval by the committee will require the approval of the committee.

Under normal circumstances, a student is expected to complete his/her research and the writing of the thesis within three years of becoming a doctoral candidate.

Any student requiring more than three years (6 semesters) to complete a thesis must request an extension from his/her advisor and the Dean of Graduate Programs.

Oral Defense of the Thesis

When the student's advisor and committee have determined that the student has reached an acceptable level of completion on the thesis, the student will defend the research during an oral exam with the full examining committee. This defense, with the exception of committee deliberations, will be open to the public.

Admission, Regulations and Committee Structures

Admission Requirements

Students will normally be expected to hold a Master's degree from an accredited post-secondary institution. In exceptional cases, individuals with significant and relevant life experience may be admitted on probation. Normally, applicants must hold a cumulative GPA of 3.33 (B+) from the Baccalaureate and Master's degree, to be calculated over the last 30 credits of graded academic work. Acceptance to the PhD program will be contingent upon the prospective student finding a member of the faculty to serve as her/his advisor.

In addition to a completed UNBC Graduate Application Form, applicants must provide official transcripts from all post-secondary institutions attended; a statement of intent indicating the student's research interests, possible future career aspirations, and perceived fit within the Faculty mandate and research directions; a recent Curriculum Vitae; three letters of reference (including two from faculty members familiar with the prospective student's academic work); a completed Teaching Assistantship Application; a completed Funding Worksheet; and a sample of written academic work. GRE scores are optional. Only students with high GPAs and innovative research interests are likely to be successful in their applications.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Natural Resources and Environmental Studies PhD Program accepts students for the September, January, and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Normal Time Required for Completion

The completion time for the PhD between initial admittance and final defense will normally range from three to five years.

Supervisory Committee Structure

The PhD Committee will consist of the designated advisor and four additional faculty members, at least one of whom will be chosen from outside the Faculty of Natural Resources and Environmental Studies. The outside member may be chosen from other UNBC faculties or from other Canadian/United States accredited post-secondary institutions. Under exceptional circumstances, and with approval from the Dean of Graduate Programs, additional members may be added at the request of the student or the advisor. The expertise represented on the committee should reflect the concept of interdisciplinarity. The committee should be assembled during the student's first year of study.

Master of Science in Nursing

- **Family Nurse Practitioner Stream (MScN (FNP))**
- **Thesis Stream (MScN)**

Martha MacLeod, Professor and Chair
Kathryn Banks, Associate Professor
Khaloud Aldiabat, Assistant Professor
Davina Banner-Lukaris, Assistant Professor
Tina Fraser, Assistant Professor
Susan Johnson, Assistant Professor
Sue Skeates, Assistant Professor
Linda Van Pelt, Assistant Professor
Erin Wilson, Assistant Professor
Lela Zimmer, Assistant Professor
Janet Baillies, Adjunct Professor
Jennifer Beaveridge, Adjunct Professor
Anne Chisholm, Adjunct Professor
Dana Cole, Adjunct Professor
Rosemary Graham, Adjunct Professor
Suzanne Johnston, Adjunct Professor
Connie-Marie Lapadat, Adjunct Professor
Colleen Regehr, Adjunct Professor
Cathy Ulrich, Adjunct Professor

Website: www.unbc.ca/nursing/programs/graduate/fnp.html
www.unbc.ca/nursing/programs/graduate/mscn.html

The Master of Science in Nursing: Family Nurse Practitioner is a practice-oriented, theory-based degree that prepares graduates to be autonomous practitioners, leaders, role models, and educators in primary health care. The focus of the Family Nurse Practitioner stream is general family practice—that is care for individuals, families, groups and communities across all life stages. Family Nurse Practitioners are health professionals who have achieved the advanced nursing practice competencies at the graduate level of nursing education. Nurse Practitioners, who are regulated by the College of Registered Nurses of British Columbia, provide health care services from a holistic nursing perspective, integrated with the autonomous diagnosis and treatment of acute and chronic illness, including ordering diagnostic tests and prescribing medications.

The Thesis Stream leads to an advanced nursing practice degree that is designed to prepare graduates to become autonomous practitioners, collaborators, nurse researchers, leaders, educators, change agents, and role models. Graduates of the thesis stream will work in a variety of health care settings as clinical nurse specialists, educators, administrators, and researchers, and will work with diverse populations across all age groups.

Both streams focus on the preparation of graduates for advanced nursing practice in rural and northern communities. The streams share five core courses, which address community and program development and evaluation; engage in debates influencing health care policy; apply research and undertaking evidence-based practice; promote the health of Indigenous Peoples; and develop nursing knowledge in relation to advanced practice nursing.

Required courses for the MScN are available by distance, with some on-site (face-to-face) requirements and required clinical practice in the MScN (FNP). The streams are designed to allow professional nurses to complete their degree on a full-time or part-time basis.

Criminal Records Search

MScN students are required to undergo criminal records searches prior to being admitted, as well as prior to commencement of their first clinical courses. Proof of criminal records searches must be submitted to the Office of the Registrar.

Immunizations

All students who will be undertaking clinical learning experiences must submit records of current status of the following immunizations prior to commencement of the clinical courses: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B and varicella. A Mantoux test (PPD) for tuberculosis is also recommended within one month of entering the clinical setting. Failure to have up-to-date immunizations may result in the student not being permitted to practice in a clinical setting.

CPR Certification

All students who will be undertaking clinical learning experiences must provide proof of current CPR certification, level C, prior to commencement of the clinical courses.

College of Registered Nurses of British Columbia Requisite Skills and Abilities

All students who apply to the UNBC MScN (FNP) and MScN Thesis Streams must demonstrate the capacity to meet College of Registered Nurses of British Columbia's (CRNBC) Requisite Skills and Abilities, and sign the CRNBC form attesting to that capacity.

Standards of Professional Conduct

In addition to fulfilling all University and Program expectations, all students are expected to abide by professional standards as set forth in the current CRNBC Professional Standards for Registered Nurses and Nurse Practitioners and the Canadian Nurses Association (CNA) Code for Ethics for Registered Nurses. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

Graduate Programs: Nursing

Misconduct

Any conduct that violates the ethical or legal standards of UNBC or CRNBC, particularly those related to academic dishonesty and professional conduct, are considered serious offenses. Academic misconduct and/or professional misconduct may result in the student being required to withdraw from the MScN Program and possibly the University. Satisfactory academic performance is not the sole criterion for progression or graduation. The UNBC School of Nursing reserves the right to require a student to withdraw from the student's program if the student is considered to be unsuited to proceed with the study or practice of advanced practice nursing.

Academic Performance

All MScN students must adhere to all Graduate Program Admissions and Regulations as outlined in the UNBC Graduate Calendar. Students may be removed from a clinical learning experience or setting due to "unsafe or unprofessional" performance or conduct and may receive a final grade of F in that course.

MScN (FNP) Family Nurse Practitioner Stream

Admission to Family Nurse Practitioner Stream

In addition to the application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants for the Family Nurse Practitioner Stream are required to submit the following for consideration of admission:

- Three Assessment Reports on Applicant for Admission to Graduate Studies. Letters of reference may accompany the Assessment Reports. At least one of the assessments/letters must be from a health professional from the prospective student's most recent practice setting.
- An academic transcript showing undergraduate courses in nursing theory, health assessment, and community health nursing, and research.
- Nursing practice résumé or curriculum vitae.
- Criminal records searches prior to being admitted.
- Evidence of at least two years full-time practice experience, or equivalent, following completion of the Baccalaureate degree.
- Evidence of active and continuing registration as a nurse in British Columbia. Annual documentation of current, practicing CRNBC licensure is required while enrolled in the program.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The MScN (FNP) Stream accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

In addition to five core MScN courses (15 credit hours), eight nurse practitioner-specific courses (36 credit hours), are required. On-site instruction is a required component of five courses. Placements for clinical experiences will be in rural and northern communities. A final project completes the degree.

Family Nurse Practitioner Stream

Core Courses:	15 credit hours
Nurse Practitioner Courses (includes project):	36 credit hours
TOTAL:	51 credit hours

Family Nurse Practitioner Stream Requirements

Core courses

NURS 604-3	The Healing and Well-being of Indigenous Peoples
NURS 606-3	Developing Nursing Knowledge
NURS 607-3	Applying Research and Evidence to Practice
NURS 703-3	Health Program Planning, Community Development and Evaluation
POLS 603-3	Social and Health Policy in the Context of Health and Health Care

**Note: POLS 603-3 is precluded if students already have credit for POLS 403-3. Students are required to choose another course to make up the credit hours upon consultation with their supervisor.*

Nurse Practitioner Courses

NURS 602-3	Pathophysiology
NURS 603-3	Health Assessment and Diagnostic Reasoning
NURS 605-3	Pharmacological Management and Therapeutic Interventions
NURS 608-3	Ethics, Accountability and Responsibility for Practice
NURS 720-6	Practicum: Integrating Primary Health Care I
NURS 730-6	Practicum: Integrating Primary Health Care II
NURS 790-9	Nurse Practitioner Internship
NURS 798-3	Nurse Practitioner Project

Program Costs

Costs associated with study in the MScN (FNP) are the responsibility of the individual student, including transportation costs, and any expenses involved in academic studies, lab, and clinical practice. This includes travel, accommodation, and living expenses associated with required clinical practice or travel to campus for required face-to-face (on-campus) course work. See the Fees section in this calendar.

MScN Thesis Stream

Admission to MScN Thesis Stream

In addition to the application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants for the Academic Master's Stream are required to submit the following for consideration of admission:

- Three Assessment Reports on Applicant for Admission to Graduate Studies. Letters of reference may accompany the Assessment Reports. At least one of the assessments/letters must be from a health professional from the prospective student's most recent practice setting.
- An academic transcript showing undergraduate courses in nursing theory, health assessment, community health nursing, and research.
- Nursing practice résumé or curriculum vitae.
- Criminal records searches prior to being admitted.
- Applicants must have current active registration (in the jurisdiction in which the student resides while taking the program). Annual documentation of current licensure is required while enrolled in the program.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The MScN accepts students for the September and January Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Thesis Stream Requirements

In addition to the core courses, one elective and two advanced nursing practice courses are required. As well, students must complete an independent research thesis.

Thesis Stream

Core Courses:	15 credit hours
Advanced Practice Courses:	6 credit hours
Elective:	3 credit hours
Thesis	12 credit hours
TOTAL:	36 credit hours

Core courses

NURS 604-3	The Healing and Well-being of Indigenous Peoples
NURS 606-3	Developing Nursing Knowledge
NURS 607-3	Applying Research and Evidence to Practice
NURS 703-3	Health Program Planning, Community Development and Evaluation
POLS 603-3	Social and Health Policy in the Context of Health and Health Care

**Note: POLS 603-3 is precluded if students already have credit for POLS 403-3. Students are required to choose another course to make up the credit hours upon consultation with their supervisor.*

Advanced Nursing Practice Courses

NURS 609-3	Qualitative Research Approaches in Nursing and Health
NURS 610-3	Quantitative Research in Nursing and Health

Electives

At least 3 credit hours of graduate-level study (i.e. at or above the 600 level). The purpose is to broaden the student's depth and scope of learning on a particular topic of interest. The supervisory committee will ensure the appropriate selection of relevant elective course(s).

Thesis

NURS 799-12	Thesis
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MScN Thesis Stream students must write and defend an independent research thesis. The thesis entails research in a topic area developed in consultation with the student's supervisory committee. Oral examination is required as per University regulations.

Program Costs

Costs associated with study in the MScN are the responsibility of the individual student, including transportation costs, and any expenses involved in academic studies, lab, and clinical practica. This includes travel, accommodation, and living expenses associated with required clinical practice or travel to campus for required face-to-face course work. See the Fees section in this calendar.

Political Science (MA Program)

Alex Michalos, Professor Emeritus
Boris DeWiel, Associate Professor and Chair
Michael Murphy, Associate Professor, and Canada Research Chair, Comparative Indigenous-State Relations
Tracy Summerville, Associate Professor
Gary Wilson, Associate Professor
John Young, Associate Professor

Website: www.unbc.ca/politicalscience

A Master's degree in Political Science is designed for students who normally would have the equivalent of an undergraduate major in Political Science and want to undertake advanced training in scholarly research.

The focus of the graduate program in Political Science is on comparative politics related to small towns and rural areas. The politics of northern communities, resource development, and aboriginal self-government are areas of concentration. This focus also extends beyond Canada: faculty expertise on Russian local government, and aboriginal politics in Siberia and the Russian North offers students the best opportunity in western Canada to pursue graduate research connected to Russian politics.

Students have the opportunity to pursue graduate research on the quality of life, including the assessment of government services, in small towns and rural areas.

Graduate Programs: Political Science, Psychology

Admission

Successful applicants to the program will hold a four-year baccalaureate in Political Science, and will have obtained a GPA of at least 3.0. UNBC and the Department of Political Science are committed to interdisciplinary co-operation, so students without undergraduate majors in Political Science may be admitted with special provisions made regarding course work and thesis research programs.

Application deadlines are found in this calendar under “Semester Dates” or online at: www.unbc.ca/calendar/graduate, also under “Semester Dates.” The Political Science MA Program accepts students for the September and January Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Students may choose either a Thesis or a Project option.

Thesis Option

Requirements for the thesis option comprise four graduate courses, a thesis proposal, and a 12 credit thesis. Three of the four required graduate courses must be from the disciplines of Political Science and must include POLS 702-3 Scope and Methods of Political Science.

Project Option

Requirements for the project option comprise five graduate courses and a 9 credit project. Three of the five required graduate courses must be from the disciplines of Political Science and must include POLS 702-3 Scope and Methods of Political Science.

Course Offerings

POLS 600-3	Classics in Political Theory
POLS 601-3	Resource Politics
POLS 603-3	Social and Health Policy and Administration
POLS 605-3	Topics in Society and Democracy
POLS 612-3	Aboriginal-State Relations
POLS 613-3	Democracy, Citizenship and Human Rights
POLS 614-3	Comparative Federalism
POLS 615-3	Comparative Northern Development
POLS 617-3	Ethical Leadership
POLS 634-3	Resource Communities in Transition
POLS 672-3	Contemporary Theories of Political Community
POLS 702-3	Scope and Methods of Political Science
POLS 704-3	Independent Study
POLS 797-9*	Graduate Project
POLS 799-12	Master's Thesis

Research

UNBC has a number of research institutes that focus on the social, political, and economic concerns of northern BC and similar regions elsewhere. Research among faculty in Political Science includes the mapping of aboriginal land claims in Russia, local government reform in Siberia, and analyses of public services and the quality of life of northern communities. Related research from faculty in other disciplines includes resource-community sustainability, health problems of aboriginal people in northern BC and Siberia, and northern BC child welfare issues.

Psychology (MSc Program)

Cindy Hardy, Associate Professor and Chair
Sherry Beaumont, Associate Professor and Graduate Chair
Steven Cronshaw, Professor
Henry Harder, Professor
Han Li, Professor
Paul Madak, Professor
Kenneth Prkachin, Professor
Robert Tait, Professor
William Owen, Associate Professor
Glenda Prkachin, Associate Professor
Paul D. Siakaluk, Associate Professor
Loraine Lavallee, Assistant Professor
William J. Tippett, Assistant Professor

Website: www.unbc.ca/psychology

The MSc in Psychology at UNBC provides breadth in the substantive and methodological areas of psychology, with a focus on applied psychology and human development. The MSc will provide sufficient general training so that graduates will have skills which make them competitive in the job market.

Admission

Applicants must have an Honours degree in Psychology or an undergraduate degree in Psychology (or a related field) with research experience.

Students interested in applying for the MSc in Psychology are responsible for ensuring that all application materials are received at UNBC by the application deadline:

- a completed application form,
- a letter of interest,
- official transcripts from all post-secondary institutions,
- scores on the Graduate Record Examination General and Advanced Psychology tests,
- three letters of reference from academic referees, and
- a copy of a thesis or paper submitted for course work.

Application deadlines are found in this calendar under “Semester Dates” or online at: www.unbc.ca/calendar/graduate, also under “Semester Dates.” The Psychology MSc Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Students in the MSc Program are required to complete a minimum of 23 credit hours of course work consisting of two quantitative methods courses:

PSYC 600-4 Quantitative Methods I
PSYC 605-4 Quantitative Methods II

an ethics course:

PSYC 740-3 Ethical and Legal Issues in Psychology

and four courses, two of which must be from among the following:

PSYC 610-3 Cognitive Neuroscience
PSYC 615-3 Social Psychology
PSYC 620-3 Health Psychology
PSYC 631-3 Psychopathology
PSYC 635-3 Cognition and Learning
PSYC 645-3 Developmental Psychology

Required graduate courses in Psychology are offered on a two-year schedule.

These courses will provide students with the basic foundations upon which to build their MSc research. In addition, all MSc students are required to successfully complete an MSc thesis (PSYC 690-12).

Students must have a cumulative GPA of B+ or greater by the end of their second semester of registration, and maintain it at B+ or better thereafter.

Students may be required to address deficiencies within their background preparation in Psychology or in their area of concentration that are identified by the Psychology Graduate Committee. Additional courses may be required.

Normally, a student will present an acceptable thesis proposal to their supervisory committee by the end of their first year in the program. It is expected that defence of the Master's thesis will take place within two years of acceptance into the program.

Psychology (PhD Program)

Cindy Hardy, Associate Professor and Chair
Sherry Beaumont, Associate Professor and Graduate Chair
Steven Cronshaw, Professor
Henry Harder, Professor
Han Li, Professor
Paul Madak, Professor
Kenneth Prkachin, Professor
Robert Tait, Professor
William Owen, Associate Professor
Glenda Prkachin, Associate Professor
Paul D. Siakaluk, Associate Professor
Lorraine Lavallee, Assistant Professor
William J. Tippett, Assistant Professor

Website: www.unbc.ca/psychology

Graduate training in psychology is in high demand, partly because of the high natural interests in the discipline, and partly because such training leads to a variety of desirable educational and career options in applied psychology, human development, and health. Graduates of the PhD program will be able to fulfill both traditional and emerging roles in psychology. Such options include the opportunity to teach and conduct research in post-secondary institutions, perform consultations in business and industry, do program planning and evaluation, and apply skills to a variety of social problems such as neuropsychiatric disorder, alcohol and drug abuse, aggression, health-risk behaviours, and developmental difficulties across the lifespan. Increasing connections with other disciplines and increasing recognition that the subject matter of psychology is central to the understanding of many social issues (e.g., health promotion, human development, high quality of life) have broadened psychology's roles in society. Consequently, psychology has been evolving rapidly, and some of its new roles reflect the fact that the fundamental tools of psychologists—observation, measurement, and analysis—provide powerful means of assessing and remediating pressing social problems.

At UNBC, Psychology is located in the College of Arts, Social and Health Sciences, which facilitates interaction with colleagues from related disciplines.

The objectives of the PhD program in Psychology include the following:

- to develop scholars and researchers who have an advanced level of understanding of the psychological sciences, including comprehensive knowledge of contemporary data and theory in psychology, and a high level of methodological expertise;
- to contribute to the larger body of scientific knowledge of psychology through research;
- to prepare graduates who possess the understanding and skills necessary to deal with problems of relevance in northern British Columbia and other regions, and who are able to work toward achieving better health, and more stable and harmonious living and working conditions for individuals and groups;

Graduate Programs: Psychology, Social Work

- to prepare graduates with an understanding of the linkages between psychological, biological, social, cultural, and ethical dimensions of human functioning; and
- to communicate the results of research in order to contribute to the enhancement of northern British Columbia and other regions by developing sound psychological strategies, appropriate assessment tools, and program planning and evaluation methods.

Admission

Applicants must have both a Bachelors and Masters degree, at least one of which must be in Psychology with a research-based thesis.

Students interested in applying for the PhD in Psychology are responsible for ensuring that all application materials are received at UNBC by the application deadline:

- a letter of interest,
- official transcripts from all post-secondary institutions,
- three letters of reference from academic referees, and
- a copy of a thesis or paper submitted for course work.

In addition to the above, applicants who do not have a Master's degree in Psychology must submit scores on the Graduate Record Examination Advanced Psychology test by the application deadline.

Application deadlines are found in this calendar under "Semester Dates" or online at: www.unbc.ca/calendar/graduate, also under "Semester Dates." The Psychology PhD Program accepts students for September semester admission.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements

Students in the PhD program are required to complete a minimum of 16 credit hours of course work consisting of two graduate seminars:

PSYC 800-2 Graduate Seminar I
PSYC 801-2 Graduate Seminar II

6 credit hours of research practica:

PSYC 860-(3-6) Research Practicum

and two courses from:

PSYC 810-3	Cognitive Neuroscience
PSYC 815-3	Social Psychology
PSYC 820-3	Health Psychology
PSYC 822-3	Cross-Cultural Communication in Health Care Settings
PSYC 825-3	Cognitive Neuropsychological Assessment
PSYC 826-3	Personality Assessment
PSYC 830-3	Psychological Interventions
PSYC 831-3	Psychopathology
PSYC 835-3	Cognition and Learning
PSYC 845-3	Developmental Psychology

Required courses in Psychology are offered on a two-year schedule. These courses provide students with the basic foundations upon which to build their PhD research. In addition, students are required to complete successfully a comprehensive examination and a PhD dissertation (PSYC 890-12). The comprehensive examination is tailored to ensure each student is adequately prepared to begin work on the PhD dissertation.

Students must have a cumulative GPA of B+ or better by the end of their second semester of registration, and maintain it at B+ or better thereafter.

Students may be required to address deficiencies within their background preparation in Psychology or in their area of concentration that are identified by the Psychology Graduate Committee. Additional courses may be required.

Normally, students take a comprehensive examination by the end of the first year in the program (or 12 credit hours for part-time students). Upon successfully completing the comprehensive examination, and presenting an acceptable dissertation proposal to their supervisory committee, a student is granted PhD Candidate status, and embarks upon completion of the dissertation under the supervision of a Faculty Academic Supervisor. Normally, it is expected that the defence of the dissertation by full-time PhD Candidates will take place within three years of acceptance into the program.

Social Work (MSW Program)

Dawn Hemingway, Associate Professor and Chair
Bruce Bidgood, Associate Professor
Heather Peters, Associate Professor
Glen Schmidt, Associate Professor
Si Transken, Associate Professor
Nancy Jokinen, Assistant Professor
Indrani Margolin, Assistant Professor
Joanna Pierce, Assistant Professor
Dave Sangha, Assistant Professor
Tammy Stublely, Assistant Professor

Website: www.unbc.ca/socialwork

The Master of Social Work program is available on a full- or part-time basis, and can be completed through a thesis or practicum route. The MSW builds on the BSW by offering students an integrated research/policy/practice concentration in one of the key thematic areas: social work in northern and remote areas, First Nations, women and the human services, and community practice and research. The aim of the MSW is to provide students with advanced social work research, policy, and practice skills. It is designed to enable students to pursue independent studies that will help them undertake a variety of responsibilities in management, policy formulation, program consultation, planning, advanced social work, clinical practice, and research within the human services.

Admission

Enrolment in the MSW is strictly limited.

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants are required to undergo a criminal records search, and provide evidence of this prior to being considered for admission. Completion of the MSW Supplementary Application form is also required in order to be considered for admission. The MSW Supplementary Application form is included with the application material for this program. Two academic letters of reference and one professional letter of reference must be submitted.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, also under "Semester Dates." The Social Work MSW Program accepts students for the September Semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

The MSW program at UNBC emphasizes a pro-active orientation that aims to provide informed theoretical, empirical, and substantive choices for improvements in human service programs, policies, education, and social work practice. This approach to social work and social policy is known as social administration.

The key elements in this social administration approach as they relate to the thematic areas of the MSW at UNBC consist of the following:

- the description and analysis of the operation of human services in northern and remote regions;
- the study of social policies and social work practices, and their individual and social consequences for the people and communities in the interior and northern British Columbia;
- the examination of global, historical, social, and economic changes, and the way these affect the living conditions and the people served by human service agencies and organizations in northern and remote areas; and
- the recognition of the values central to the responsibility of human service professionals to work with socially disadvantaged and powerless groups, and to expand the power and resources of these groups through social work practice.

Within this social administration approach courses are arranged so students develop skills that integrate the research/policy/practice domains of social work. A major emphasis of the MSW is to foster critical intervention skills that link the domains of social policy, social work research, and social work practice. For example, if one chooses to develop a speciality in community practice and research, or social policy, the program of studies will emphasize the linkages between these domains or dimensions of social work.

Requirements

The MSW consists of a practicum or thesis option, and clusters of courses that provide for a research/policy/practice concentration in one of the key focus areas: social work in northern and remote areas, First Nations, women and the human services, and community practice and research.

Human service experience is required before candidates can be considered for the MSW program. Please see descriptions for Entry Routes 1 and 2 (below). To be admitted, a grade point average of at least 3.00 (B) in the work of the last 60 credit hours (approximately the last two years) leading to the Baccalaureate degree is required. Letters of reference, as well as a written statement of the candidate's research and practice interests and reasons for pursuing a MSW, are also required. A personal interview may be requested. Applicants who do not meet the above requirements may still be admitted under the provisions of affirmative action.

Taking a MSW at UNBC

There are two entry routes into the MSW.

Entry from a Bachelor of Social Work, and one year (12 months full-time equivalent) post-BSW human service experience.

Entry at this level leads directly into the MSW Program.

For full-time students entering from a BSW, this MSW program will consist of 33 credit hours, including completion of a thesis or practicum report.

This program requires the successful completion of a minimum course work of 27 credit hours for practicum students, and 21 credit hours for thesis students. The program comprises an integrated core of five required courses, two elective courses, and a thesis, OR five required courses, four electives, and a practicum.

Entry with a Bachelor degree in a related field or discipline, and two years (24 months full-time equivalent) human service experience. Entry at this level begins with an MSW Foundation Year of studies.

For full-time students entering from a Bachelor degree in a related field, this MSW program will consist of a minimum two years (24 months) program of course and practica. A thesis or practicum report is required following completion of course work. An oral defense is required for the thesis. This route normally includes 66 credit hours, consisting of 33 credit hours in each of the two years.

Graduate Programs: Social Work

MSW

Requirements

Thesis students must take the following required courses:

SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3	MSW Integrative Seminar
SOCW 700-12	MSW Thesis

Practicum students must take the following required courses:

SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3	MSW Integrative Seminar
SOCW 732-6	MSW Practicum II

All students are required to take at least two of the following courses, and may take the other two courses as electives:

SOCW 601-3	Current Issues in Northern/Remote Social Work
SOCW 602-3	First Nations: Advanced Social Work Practice
SOCW 603-3	Women: Policy/Practice Issues
SOCW 605-3	Community Work/Politics of Change

Electives

SOCW 604-3*	Directed Readings
SOCW 610-3	Wellness: Alternate Approaches
SOCW 613-3	Clinical Social Work Practice
SOCW 615-3	Multi-Cultural Social Work Practice
SOCW 620-3	Policy Making/Human Services
SOCW 621-3	Comparative Welfare Analysis
SOCW 651-3	Legal Issues for Women
SOCW 698-3	Special Topics
SOCW 701-3	Research Practicum

Thesis students are required to take a total of two electives. Those two electives may be taken from the two lists immediately above, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g., the Western Deans' Agreement).

Practicum students are required to take a total of four electives, two of which must come from the two lists of courses immediately above. The two other electives may come from the above lists and/or taken from other UNBC graduate programs and/or from other accredited Canadian universities via approved transfer agreements (e.g., the Western Deans' Agreement).

* Students may only take SOCW 604-3 Directed Readings course once for 3 credits.

MSW Foundation Year

For those with baccalaureate degrees in related areas and two years of full-time previous human service experience, the MSW will normally consist of 66 credit hours (two years) of study. The foundation year will consist of six 600 level courses, two 600 level electives, plus a Practicum (SOCW 632-9).

The 600 level courses are:

SOCW 630-3	Communication Skills
SOCW 631-3	Critical Social Work Practice
SOCW 632-9	MSW Practicum I
SOCW 633-3	Critical Social Policy
SOCW 634-3	Social Work Research/Policy/Practice
SOCW 635-3	Social Work Philosophy and Ethics
SOCW 637-3	Advanced Practice

MSW students in their Foundation Year must successfully complete SOCW 634-3 prior to registration in SOCW 609 and HHSC 703.

Course Descriptions

Course Abbreviations Listed Alphabetically

Course Code	Courses
ANTH	Anthropology
BCMB	Biochemistry and Molecular Biology
BIOL	Biology
CHEM	Chemistry
COMM	Commerce/Business Administration
CPSC	Computer Science
DISM	Disability Management
ECON	Economics
EDUC	Education
ENGL	English
ENPL	Environmental Planning
ENSC	Environmental Science
ENVS	Environmental Studies
FNST	First Nations Studies
GNDR	Gender Studies
GEOG	Geography
HHSC	Health and Human Science
HIST	History
IDIS	Interdisciplinary
INTX	International Exchange
INTS	International Studies
MATH	Mathematics
MCPS	Mathematical, Computer and Physical Sciences
NRES	Natural Resources and Environmental Studies
NREM	Natural Resources Management
NURS	Nursing
ORTM	Outdoor Recreation and Tourism Management
PHYS	Physics
POLS	Political Science
PSYC	Psychology
SOCW	Social Work

Upper Division and Graduate Level Courses

Credit is not granted for both 400 and 600 level courses having the same title, unless otherwise specified in the course description.

Prerequisites

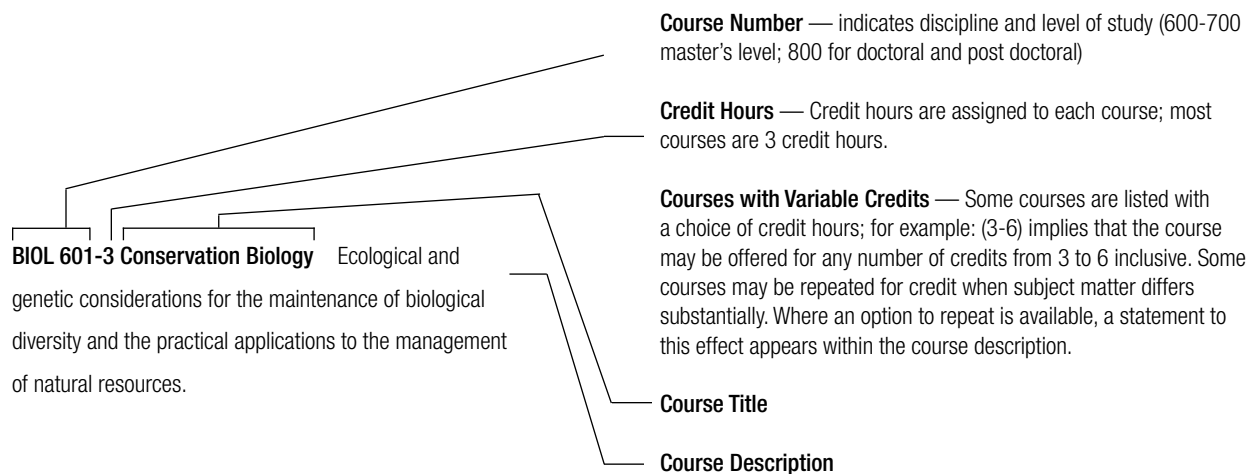
A prerequisite course is an academic requirement that must be successfully completed prior to the student taking a course. Prerequisites are used to ensure that a student has the required background to successfully complete the course. Prerequisites may also have prerequisites. These prerequisites must also be fulfilled.

Course Offerings

Not all courses are offered every year. Check the UNBC Website at www.unbc.ca for a list of the courses being offered in each semester.

Course Descriptions

The explanation below will help clarify the terms found in the course descriptions.



Anthropology

ANTH 600-3 Advanced Anthropological Theory This course surveys and critiques selected contemporary approaches to cultural and social theory.

Prerequisites: Permission of the instructor

Precluded: ANTH 400-3

ANTH 601-3 Anthropological Perspectives on Inequality An examination of the embedding of inequality in cultural systems, and the intersection of categories such as race, class and gender in systems of hegemony; examples will be selected from a variety of cultural contexts.

Prerequisites: Permission of the instructor

Precluded: ANTH 401-3

ANTH 604-3 Comparative Study of Indigenous Peoples of the World A project-based seminar in which students will examine the similarities and differences of selected groups, focusing on issues such as relations with state societies, etc.

Prerequisites: Permission of the instructor

Precluded: ANTH 404-3

ANTH 605-3 Landscapes, Place and Culture This course provides an examination and critique of the anthropological approaches to landscape, space and place. Cross-cultural and cross-temporal case studies are used.

Prerequisites: Permission of the instructor

Precluded: ANTH 405-3

ANTH 606-3 Feminist Perspectives in Anthropology This course will survey and critique selected theoretical approaches and ethnographies to examine key areas of interest and debate in the field of feminist anthropology. This course will draw from the political ideology in feminism concerned with critical examination of gender relations and cross cultural anthropological study.

Prerequisites: Permission of the instructor

Recommended: GNDR 710-3

Precluded: ANTH 406-3

ANTH 607-3 British Columbia Ethnography This course is a comparative critique of contemporary ethnographic research of selected cultures or regions.

Prerequisites: Permission of the instructor

Precluded: ANTH 407-3

ANTH 609-3 Advanced British Columbia Archaeology This course is a problem-based seminar in which selected issues are examined from several points of view

Prerequisites: Permission of the instructor

Precluded: ANTH 409-3

ANTH 610-3 Theory of Nation and State A critical examination of theories of ethnicity, nationalism and statehood from an anthropological perspective.

Prerequisites: Permission of the instructor

Precluded: ANTH 410-3

ANTH 611-3 Biological Anthropology This course is a problem-oriented and project-based seminar in which a selected topic, or topics, in biological anthropology is examined. Credit is available for both ANTH 411-3 (3-6) and ANTH 611-3, provided the topic is substantially different between offerings.

Prerequisites: ANTH 200-3 or permission of the instructor

ANTH 613-3 Environmental Anthropology This course is an examination of the anthropological literature on ecology and environmental practices in which contemporary issues and examples relevant to indigenous practices and northern peoples are developed.

Prerequisites: Permission of the instructor

Precluded: ANTH 413-3

ANTH 614-3 Religion, Ideology, and Belief Systems A review of anthropological approaches to religion, ideology and belief systems with comparative examples from several cultures.

Prerequisites: prior course(s) in sociocultural anthropology or permission of the instructor

Precluded: ANTH 414-3

ANTH 615-3 Economic Anthropology An introduction to the field of economic anthropology, looking at social and cultural contexts for processes of production, distribution, and consumption. Contemporary issues such as development will be explored.

Prerequisites: Permission of the instructor

Precluded: ANTH 415-3

ANTH 616-6 Archaeological Survey and Mapping Course participants will learn about archaeological survey, from both the academic perspective, and from the perspective of professional consulting archaeology. Students will become proficient at map reading, compassing, sampling strategies in forest and non-forest environments, and recognizing cultural features pertinent to the area. Participants will learn skills necessary for potential employment with professional archaeology firms; this will include observing protocols with First Nation communities and liaising with government and corporate entities. Where possible, students will have an opportunity to work for a few days with professional consultants.

Prerequisites: Permission of the instructor

Co-requisites: ANTH 617-6 and ANTH 618-3

Precluded: ANTH 416-6

ANTH 617-6 Excavation and Field Interpretation in Archaeology Excavation forms a central aspect of archaeology. As part of this course, students and community members will participate in a 6-8 week excavation of an archaeological locality. This will involve initial set up of the area, excavation and record-keeping, and basic field laboratory procedures. In addition to "hands-on" participation, daily seminar discussion will be mandatory; topics will centre on each day's survey and excavation results. These sessions will be interdisciplinary, reflecting the interests of the instructors, community members, visiting researchers and students. Topics will invariably focus on geomorphology, lithic artifacts, zooarchaeology, paleoethnobotany, paleoecology, oral traditions and traditional use, and the social context of conducting archaeology. The field school will often take place in remote localities in British Columbia and elsewhere, and so students may have to live in a field camp situation. In addition to basic tuition, there may be additional fees to cover camp and transportation costs.

Prerequisites: Permission of the instructor
Co-requisites: ANTH 616-6 and ANTH 618-3
Precluded: ANTH 417-6

ANTH 618-3 Archaeology and First Nations Introduces students to the value of ethnographic information (including oral history, place names documentation, traditional technology, subsistence, and traditional use activities), the interpretation of archaeological data and construction of First Nations (pre) history.

Prerequisites: Permission of the instructor
Co-requisites: ANTH 616-6 and ANTH 617-6
Precluded: ANTH 418-6

ANTH 619-3 Political and Legal Anthropology Comparative study of power; political organization; leadership; non-centralized and centralized political systems social control; and a cross-cultural study of law. Contemporary issues relevant to the north will be addressed, for example self government and sovereignty.

Prerequisites: Permission of the instructor
Precluded: ANTH 419-3

ANTH 620-3 Races, Racism, and Human Biology This seminar course investigates the biological basis of human diversity and difference. It deals with the origin and mechanisms of human population variation, the nature of racial and racist studies in both historical and social context, and the question of race as a valid subject of scientific inquiry.

Prerequisites: Permission of the instructor
Precluded: ANTH 420-3

ANTH 621-(3-6) Ethnographic Field Methods A project-based seminar in which students will actualize field methods in ethnographic research, in addition to closely examining questions of ethical research and community participation in ethnographic research. This course consists of at least three weeks of classroom instruction in a field location and will emphasize the actualization of conventional ethnographic methods and procedures in an actual field setting. Students will be expected to participate in a larger field project and to gain direct experience in field methods while being sensitized to the requirements of ethical research and community involvement in ethnography.

Prerequisites: ANTH 101-3, ANTH 210-2
Precluded: ANTH 421-(3-6)

ANTH 622-(3-6) Ethnographic Research Project A project-based course in which students shall examine and compare selected aspects of cultures and peoples before integrating this acquired knowledge to design and carry out a major research project arising from the field experience. The ethnographic material covered shall be appropriate to the field school's locality and/or general research topic.

Precluded: ANTH 422-(3-6)

ANTH 623-3 Urban Anthropology A review of the anthropological approaches to and the social theory of contemporary urban society in the local, national and global contexts of the modern world. Contemporary issues relevant to the North will be addressed.

Prerequisites: Permission of the instructor
Precluded: ANTH 423-3

ANTH 625-3 Introduction to Zooarchaeology This lab course introduces students to the study of animal bones found in archeological contexts. The first part of the course focuses on animal bone identification, while the second part centers on theoretical aspects of animal use by pre-industrial human societies. As part of the course, students may have to prepare animal skeletons.

Prerequisites: Permission of the instructor
Precluded: ANTH 425-3

ANTH 630-3 Stone Tools in Archaeology Stone tools are the most ubiquitous type of artifacts found around the world. This lab-seminar course focuses on methods and techniques for analysing stone tools, and includes a strong theoretical component on stone tool production and use in pre-Industrial societies. Weekly lab focus on analytical procedures, and in addition students are expected to complete assigned readings and participate in discussions.

Prerequisites: Permission of the instructor
Precluded: ANTH 430-3

ANTH 651-3 Traditional Use Studies An advanced seminar on traditional use studies, their use, application, and development. The seminar will examine the origins and development of this field, review case studies and recent applications, and contemporary policies.

Prerequisites: ANTH 101-3 or FNST 100-3 or permission of instructor
Precluded: ANTH 451-3, FNST 451-3, FNST 651-3

Course Descriptions: Anthropology, Biochemistry & Molecular Biology

ANTH 698-3 Special Topics in Anthropology Credit available for both ANTH 498-3 and ANTH 698-3 provided topic differs substantively between offerings.

Prerequisites: Permission of the instructor
Precluded: ANTH 498-3

ANTH 699-3 Independent Study Credit available for both ANTH 499-3 and ANTH 699-3 provided topic differs substantively between offerings.

Prerequisites: Permission of the instructor

Biochemistry and Molecular Biology

BCMB 601-3 Basic Science of Oncology This is a lecture-based course designed to provide insight into our basic understanding of the biological chemistry of cancer. Major topics include chemical carcinogenesis, genomic instability, oncogenes and tumor suppressor genes, cell growth, apoptosis, tumor progression and metastasis, tumor angiogenesis, hormones, viruses, and drug resistance. This course also provides an in-depth look at the advanced technology used in controlling the disease, including immunotherapy and therapeutic approaches in controlling gene expression.

Prerequisites: Permission of Instructor
Precluded: BCMB 401-3, CHEM 405-3, CHEM 605-3

BCMB 602-3 Macromolecular Structure This is a lecture-based course designed to provide students an understanding of the theory behind structural techniques used in biochemical laboratories. Topics include X-ray crystallography, nuclear magnetic resonance spectroscopy and electron microscopy; students are expected to develop an understanding of the theory and application of the techniques and technical considerations. Students also learn how to judge the quality of data.

Prerequisites: Permission of Instructor
Precluded: BCMB 402-3, CHEM 405-3, CHEM 605-3

BCMB 603-3 Advanced Nucleic Acids This is a lecture-based course designed to provide in-depth knowledge on advanced topics in nucleic acid biochemistry. Topics include mechanistic analysis of nucleic acid metabolism, the RNA world hypothesis and theories of the origin of life, epigenetics, specificity and role of polymerases and repair pathways, replication and recombination mechanisms, RNA structural motifs and physical processing in gene expression, structure and function of non-coding RNA, silencing and micro RNA, catalytic RNA molecules, and applications of RNA molecules.

Prerequisites: Permission of Instructor
Precluded: BCMB 402-3, CHEM 405-3, CHEM 605-3

BCMB 605-3 Topics in Biochemistry and Molecular Biology This course considers advanced topics in biochemistry. Topics depend on instructor and student interest and normally focus on material not dealt with in other courses. Note: Credit may be granted for both 400- and 600-level offerings of Topics in Biochemistry and Molecular Biology courses, and either the 400 or 600 level or a combination of both may be repeated to a maximum of 6 credit hours, provided the content of the independent offerings of the courses is sufficiently different (as determined by the Program Chair or College Dean).

Prerequisites: Permission of Instructor

BCMB 609-3 Enzymology This lecture-based course emphasizes the importance and role of enzymes in biochemistry and molecular biology. Topics include kinetic analysis, mechanisms of enzyme action, regulation of enzyme activity, and clinical aspects of enzymology.

Prerequisites: Permission of Instructor
Precluded: BCMB 409-3, CHEM 409-3

BCMB 701-3 Cell Biology Theory and Techniques This course focuses on the most advanced topics in cell biology. Students are given the opportunity to learn both the theory and practical aspects of various techniques used in cell biology, including fluorescence microscopy. Students develop relevant expertise in cell biology methods as part of the course requirement.

Prerequisites: Permission of instructor

BCMB 702-3 Chemical Biology Theory and Techniques This course focuses on a new discipline, spanning the fields of chemistry and biology, that forms the basis of current pharmaceutical research. Chemical biology uses the techniques and tools of chemistry to study and manipulate biological systems, often using small molecules produced synthetically or derived from natural sources. Both in vitro and in vivo systems that are probed with small molecules are covered in this course. Emphasis is placed on the theoretical and experimental strategies used to design or discover molecules with useful properties, including biochemical and cell-based screens.

Prerequisites: Permission of instructor

BCMB 703-3 Molecular Biology Theory and Techniques This course focuses on the most advanced topics in molecular biology. Emphasis is placed on the development of expertise in the relevant molecular biology techniques used to study DNA, RNA, and proteins.

Prerequisites: Permission of instructor

BCMB 704-1.5 Graduate Seminar Students investigate and present ideas and results pertaining to current research in Biochemistry and Molecular Biology. The offerings may include presentations of current literature, research methodology, and topics related to students' own research or project work. This is a PASS/FAIL course.

Prerequisites: Permission of instructor

Course Descriptions: Biochemistry & Molecular Biology, Biology

BCMB 705-3 Advanced Topics in Biochemistry and Molecular Biology This course focuses on selected advanced topics in biochemistry and molecular biology.

Prerequisites: Permission of instructor

BCMB 706-3 Bioinformatics Tools This course focuses on the use of bioinformatics tools in biochemistry and molecular biology research. Students are given the opportunity to learn the most widely used as well as more advanced bioinformatics tools to study bio-molecules.

Prerequisites: Permission of instructor

BCMB 790-3 Special Topics This course focuses on selected special topics in advanced biochemistry, molecular biology and/or cell biology.

Prerequisites: Permission of instructor

Biology

BIOL 601-3 Conservation Biology Ecological and genetic considerations for the maintenance of biological diversity and the practical applications to the management of natural resources.

Precluded: BIOL 411-3

BIOL 602-3 Fisheries Management Management of freshwater and anadromous fishes of British Columbia.

Precluded: BIOL 414-3

BIOL 603-3 Population and Community Ecology Structure and dynamics of populations; theoretical and applied aspects of population and community ecology.

Precluded: BIOL 410-3

BIOL 604-3 Wildlife Ecology The general ecology and biology of wildlife species, including physiology, behaviour, nutrition and endocrinology.

Precluded: BIOL 412-3

BIOL 605-3 Wildlife Management Management criteria for reptiles, amphibians, birds and mammals. Emphasis on the socio-economic aspects of management. Communication processes are addressed.

Precluded: BIOL 413-3

BIOL 606-3 Fish Ecology The general life history, ecology, zoogeography and habitats of freshwater, anadromous and marine fishes.

Precluded: BIOL 406-3

BIOL 611-3 Insects, Fungi and Society The historical, social and economic importance of insects and fungi to human society, including underlying biological and ecological principles.

Precluded: BIOL 421-3

BIOL 620-3 Animal Behaviour Adaptive significance and evolutionary basis of behaviour patterns exhibited by the major animal phyla.

Precluded: BIOL 420-3

BIOL 623-3 Molecular Evolution and Ecology A lecture and laboratory based course that focuses on the evolution of macromolecules, the reconstruction of the evolutionary history of species, populations, or genes, and the use of genetic information to gain insights into the ecology of species.

Precluded: BIOL 423-3, BIOL 709-3

BIOL 624-3 Plant Ecology Principles of ecology as they relate to plants. Structure, classification and analysis techniques, and the dynamic behaviour of plant communities.

Precluded: BIOL 404-3

BIOL 625-3 Applied Genetics and Biotechnology Familiarization with advanced genetic laboratory techniques and processes. Lectures will cover applications of genetic techniques and biotechnology as well as ethics issues regarding the use of these technologies. Specific topics will include: animal forensics, recombinant and transgenic theory, quantitative/molecular genetics, biotechnology and molecular ecology.

Prerequisites: Permission of instructor

Precluded: BIOL 425-3

BIOL 632-3 Aquatic Plants Classification, physiology, ecology, and environmental implications of aquatic plants. Both marine and freshwater systems are covered with emphasis on the aquatic plants of British Columbia.

Precluded: BIOL 402-3

See NRES course listing for additional 700-level Biology courses.

Chemistry

CHEM 602-3 Topics in Organic Chemistry Credit may be granted for both 400 and 600 level offerings of Topics in Chemistry courses, provided the content of the independent offerings of the courses is sufficiently different (as determined by the Program Chair or Dean).

Prerequisites: Permission of instructor

CHEM 603-3 Topics in Inorganic Chemistry Credit may be granted for both 400 and 600 level offerings of Topics in Chemistry courses, provided the content of the independent offerings of the courses is sufficiently different (as determined by the Program Chair or Dean).

Prerequisites: Permission of instructor

CHEM 604-3 Topics in Physical Chemistry Credit may be granted for both 400 and 600 level offerings of Topics in Chemistry courses, provided the content of the independent offerings of the courses is sufficiently different (as determined by the Program Chair or Dean).

Prerequisites: Permission of instructor

CHEM 605-3 Topics in Biochemistry Credit may be granted for both 400 and 600 level offerings of Topics in Chemistry courses, provided the content of the independent offerings of the courses is sufficiently different (as determined by the Program Chair or Dean).

Prerequisites: Permission of instructor

CHEM 610-3 Topics in Analytical Chemistry An advanced treatment of selected topics in analytical chemistry such as spectroscopy, separation technology and analytical instrumentation. Credit may be granted for both 400 and 600 level offerings of Topics in Chemistry courses, provided the content of the independent offerings of the courses are sufficiently different (as determined by the Program Chair or Dean).

Prerequisites: CHEM 310-3

Precluded: CHEM 410-3

CHEM 699-(3-6) Independent Study Concentration on particular topic(s) agreed upon by the students and a member of the Chemistry faculty. May be repeated for a maximum of six credit hours. Credit may be granted for both 400 and 600 level offerings of the course provided the content is sufficiently different as determined by the Program Chair or Dean.

Prerequisites: Permission of Program Chair

Precluded: CHEM 499-(3-6)

CHEM 702-3 Advanced Topics in Organic Chemistry

Selected advanced topics in organic chemistry.

Prerequisites: Permission of instructor

CHEM 703-3 Advanced Topics in Inorganic Chemistry

Selected advanced topics in inorganic chemistry.

Prerequisites: Permission of instructor

CHEM 704-3 Advanced Topics in Physical Chemistry

Selected advanced topics in physical chemistry.

Prerequisites: Permission of instructor

CHEM 705-3 Advanced Topics in Biochemistry

Selected advanced topics in biochemistry.

Prerequisites: Permission of instructor

CHEM 710-3 Advanced Topics in Analytical Chemistry

Selected advanced topics in analytical chemistry.

Prerequisites: Permission of instructor

CHEM 714-1.5 Graduate Seminar Students investigate and present ideas and results pertaining to current research in Chemistry. The offerings may include presentations of current literature, research methodology, and topics related to students' own research or project work. This is a PASS/FAIL course.

CHEM 790-3 Special Topics Selected special topics in advanced chemistry.

Prerequisites: Permission of instructor

Commerce

COMM 603-3 Business and Corporate Strategy The goal of the first module of this course is to introduce students to the strategy formulation process and to the pursuit of competitive advantage in the single market or industry context. The second section of this course builds on the strategic planning concepts introduced in the Business Strategy module. At the corporate level, firms ranging from small to large in size operate in multiple markets and/or industries. The purpose of this module is to analyze how various corporate strategy approaches can create a whole that is greater than the sum of the parts.

COMM 610-3 Accounting Using financial information for decisions and control is an important skill for managers. This course explores selected topics within the realms of financial and management accounting using a combination of lectures and case studies. More specifically, the financial accounting segment focuses on the structure and interpretation of financial accounts prepared primarily for external users. Management accounting focuses on the internal users and includes such topics as budgeting, cost-volume-profit analysis, activity-based costing, planning and control, the balanced scorecard, relevant costs and variable costing versus full-absorption costing.

COMM 616-3 Accounting Research 1 This course reviews and critiques research methods, analysis, and strategies within a specialized area of accounting drawing upon faculty expertise. The course is delivered by individual faculty members in the accounting area on a revolving basis drawing on their active program of accounting research.

Precluded: COMM 416-3

COMM 617-3 Accounting Research 2 This course reviews and critiques research methods, analysis, and strategies within a specialized area of accounting drawing upon faculty expertise. The course is delivered by individual faculty members in the accounting area on a revolving basis drawing on their active program of accounting research.

Precluded: COMM 417-3

COMM 618-3 Accounting Research 3 This course reviews and critiques research methods, analysis, and strategies within a specialized area of accounting drawing upon faculty expertise. The course is delivered by individual faculty members in the accounting area on a revolving basis drawing on their active program of accounting research.

Precluded: COMM 418-3

COMM 620-3 Corporate Finance This course establishes the theory and practice foundations of financial management. The central concerns of the financial manager, namely capital budgeting, capital structure, working capital management and financial planning are studied extensively using quantitative and qualitative inquiry. These concerns of the financial manager are applicable not only to corporate settings but more broadly to not-for-profit and governmental organizations.

COMM 626-3 Finance Research 1 This course reviews and critiques research methods, analysis, and strategies within a specialized area of finance drawing upon faculty expertise. The course is delivered by individual faculty members in the finance area on a revolving basis drawing on their active program of finance research.

Precluded: COMM 426-3

COMM 627-3 Finance Research 2 This course reviews and critiques research methods, analysis, and strategies within a specialized area of finance drawing upon faculty expertise. The course is delivered by individual faculty members in the finance area on a revolving basis drawing on their active program of finance research.

Precluded: COMM 427-3

COMM 628-3 Finance Research 3 This course reviews and critiques research methods, analysis, and strategies within a specialized area of finance drawing upon faculty expertise. The course is delivered by individual faculty members in the finance area on a revolving basis drawing on their active program of finance research.

Precluded: COMM 428-3

COMM 630-3 Organizational Studies An in-depth look at the interaction of individuals and groups in organizations including work motivation, employee attitudes and how change affects the worker.

Prerequisites: Permission of instructor

Precluded: COMM 430-3

COMM 631-3 Labour Management Relations Canadian industrial and labour relations with emphasis on the labour-management relationship. Topics include the basic elements of an industrial relations system, the social, economic, legal and political environment in which participants interact, and the process of collective bargaining.

Prerequisites: Permission of instructor

Precluded: COMM 431-3

COMM 632-3 Organizational Behaviour The ability to successfully manage people is a critical skill for managers who want to create and manage high performing organizations. This course focuses on helping students develop people management skills and the knowledge and skills needed to transform the organization. There is an emphasis on leadership as it relates to motivating people, building effective teams and interpersonal relations, managing change, creating learning organizations and developing the organization.

Precluded: COMM 630-3

COMM 637-3 Research in Human Resources Management/ Organization Behaviour 1 This course reviews and critiques research methods, analysis, and strategies within a specialized area of human resources management and organization behaviour drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 437-3

COMM 638-3 Research in Human Resources Management/ Organization Behaviour 2 This course reviews and critiques research methods, analysis, and strategies within a specialized area of human resources management and organization behaviour drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 438-3

COMM 639-3 Research in Human Resources Management/ Organization Behaviour 3 This course reviews and critiques research methods, analysis, and strategies within a specialized area of human resources management and organization behaviour drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 439-3

COMM 640-3 Marketing This course focuses on developing and executing effective marketing strategies and plans. Students develop an understanding of major marketing concepts and their applications. These include developing a customer-focus organization, identifying marketing opportunities, forecasting demand, product/service development, buyer behaviour, market segmentation, targeting, pricing, communication and distribution.

Course Descriptions: Commerce

COMM 646-3 Marketing Research 1 This course reviews and critiques research methods, analysis, and strategies within a specialized area of marketing drawing upon faculty expertise. The course is delivered by individual faculty members in the marketing area on a revolving basis drawing on their active program of marketing research.

Precluded: COMM 446-3

COMM 647-3 Marketing Research 2 This course reviews and critiques research methods, analysis, and strategies within a specialized area of marketing drawing upon faculty expertise. The course is delivered by individual faculty members in the marketing area on a revolving basis drawing on their active program of marketing research.

Precluded: COMM 447-3

COMM 648-3 Marketing Research 3 This course reviews and critiques research methods, analysis, and strategies within a specialized area of marketing drawing upon faculty expertise. The course is delivered by individual faculty members in the marketing area on a revolving basis drawing on their active program of marketing research.

Precluded: COMM 448-3

COMM 650-3 Operations Management This course helps students to understand the nature of problems and to find solutions in manufacturing and service operations conducted in profit and not-for-profit organizations. It includes the application of quantitative tools and techniques of analysis for taking managerial decisions about operations. It covers topics such as; productivity and its measurement in organizations, operations strategy, decision making, forecasting, product and service design, design of operations systems, management of quality, production planning and control of operations, project management, e-commerce, lean and just-in-time systems. The use of case studies, projects, and class presentations are emphasized to promote interaction among individuals and teams.

COMM 656-3 Research in Operations Management/International Business 1 This course reviews and critiques research methods, analysis, and strategies within a specialized area of operations management and international business drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 456-3

COMM 657-3 Research in Operations Management/International Business 2 This course reviews and critiques research methods, analysis, and strategies within a specialized area of operations management and international business drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 457-3

COMM 658-3 Research in Operations Management/International Business 3 This course reviews and critiques research methods, analysis, and strategies within a specialized area of operations management and international business drawing upon faculty expertise. The course is delivered by individual faculty members on a revolving basis, drawing on their active program of research.

Precluded: COMM 458-3

COMM 662-3 Research Methodology This course emphasizes the development and implementation of the quantitative and qualitative research designs most frequently used in applied and field settings, including case studies, archival research, experimental and quasi-experimental designs, survey research, and observational research. The topic of research ethics is also covered in this course.

COMM 690-3 Northern Business Issues in the Global Context This intensive seminar course explores political, economic and managerial issues that are particularly important in northern and rural areas. Guest speakers, and individual and group research complement course readings and lecture content.

COMM 701-3 Strategy Implementation This course is designed to advance students' understanding of how to turn strategic thinking into decisions, actions and the attainment of strategic objectives. Strategic plans often fail to achieve their potential due to implementation problems. The goal of this course is to assist students to integrate learning and experience in order to avoid these pitfalls. This integrative course assumes a working familiarity with all major functional areas, as well as a foundation in strategic analysis and strategy formulation.

Prerequisites: COMM 603-3 or permission of the instructor

COMM 703-3 International Business The goal of this course is to provide a framework for analyzing and managing key international business issues. Students gain an understanding of the role played by the international manager in balancing responsiveness to local conditions against the challenges of planning and integrating global operations.

COMM 725-3 Financial Management Case analysis and class investigation of 'live cases' are used to explore managerial issues in finance including financial forecasting, management of working capital, business and share price valuation, capital structure and development of long term finance. Depending on class interests, more specialized topics such as dividend policy, mergers and acquisitions, use of derivatives and financing high-technology ventures are covered.

COMM 735-3 Law, Governance and Ethics Managers require a fundamental understanding of the network of legal and ethical responsibilities that connect stakeholders with organizations. The philosophy and principles of law, corporate governance and ethics are discussed, with class investigation of case examples used to study selected topics within each field of study.

COMM 736-3 Human Resource Management and Industrial Relations This course has a dual emphasis on human resources management and industrial relations. In the area of human resources management, students learn how to develop human resource strategies, and how to manage compensation, performance evaluation and diversity. In the industrial relations area, students learn about the Canadian industrial relations system, the legal environment and collective bargaining with an emphasis on the negotiation process.

Precluded: COMM 631-3

COMM 755-3 Management of Technology This course helps students to understand the nature of technology and innovations, effect of technology on businesses and business processes, development of new products and services for businesses by making use of innovations and technology. It includes topics such as; diffusion of products and process innovations in industry, business and technology, new product development and its introduction in the market, management of technological change process in organizations, management of research and development, technology forecasting, technology transfer, technology strategy and planning for growth and sustainable development. Case studies, seminars, class presentations are emphasized to promote interaction among participants.

COMM 760-3 Seminar in Business Administration This course includes a basic introduction to scholarship in business and reviews the current state of theory, research, and practice across the range of topics in business administration. Faculty members within specialized areas of business administration (accounting, finance, human resources management/organizational behaviour, marketing, operations management/international business) present 2 - 3 week modules in their areas of specialization.

COMM 762-(3,6) Independent Research in Business Administration Working individually or in a small group, students conduct research under the supervision of a faculty member within a specialized area of business administration. Students normally complete six credit hours of this course.

Prerequisites: COMM 662 and COMM 760, or permission of the instructor

COMM 763-12 Master's Thesis Designed and executed by the student, the MSc thesis involves an original empirical investigation in the chosen specialized area of business administration.

Prerequisites: COMM 661, COMM 662, and COMM 760

COMM 798-(3-6) Independent Study Under special circumstances a program of independent study may be agreed to with a member of faculty.

Prerequisites: Permission of the Program Chair

COMM 799-6 MBA Project The capstone of the MBA program, the MBA project demonstrates the student's ability to undertake practical business research with limited guidance from a member of faculty. Students normally complete their research during the second year of the program.

Computer Science

CPSC 600-3 Software Engineering Project This course provides students, working in groups, with an opportunity to apply the principles of software engineering, learned in previous courses, in a controlled and yet realistic project environment. They gain a significant integral project experience involving various project phases, such as requirements elicitation, system design, and prototyping, as well as team organization, human factors, professionalism, and project management.

Prerequisites: Permission of the instructor

Precluded: CPSC 400-3, CPSC 301-3

CPSC 624-3 Advanced Database Systems This course introduces advanced concepts in database design and applications. Topics include transaction management, concurrency control, query processing and optimization, recovery and security, data warehousing and data mining, handling of special data types such as multimedia, spatial data, and XML documents. An introduction to object-oriented and object-relational models, parallel and distributed databases, and special purpose databases is also provided. Support for complex applications, information retrieval and data analysis is examined.

Prerequisites: Permission of the instructor

Precluded: CPSC 424-3

CPSC 625-3 Introduction to Compiler Design This course is an introduction to programming language translation, compilers, interpreters, and other language processors. Topics include the phases of a compiler, lexical analysis and scanner design, syntax analysis and parsing techniques, semantic analysis, code generation, compiler generation tools, compile time and run time aspects of semantics, execution environment and run time support, code optimization, and testing. Students design and implement a compiler for a small language.

Prerequisites: Permission of the instructor

Precluded: CPSC 425-3, CPSC 325-3

CPSC 641-3 Distributed Systems This course covers the fundamental principles and paradigms underlying the design of distributed computing systems. The coverage includes the definition and types of distributed systems, communication, processes, naming, synchronization, consistency and replication, fault tolerance, and security. Term projects focus on case studies of specific systems representing web-based, peer-to-peer, mobile, grid, and other modern paradigms.

Prerequisites: Permission of the instructor

Precluded: CPSC 441-3

Course Descriptions: Computer Science

CPSC 642-3 Parallel Computing This course introduces students to concepts in high performance computing. Topics include classification of parallel architectures, basic communications operations, interconnection networks, topologies of dynamic and static networks, performance issues and techniques for optimization, and dynamic programming. Parallel algorithm design for high-performance computing—such as applications in computational biology, finite-element and finite-difference methods for numerical simulations, dense/sparse matrix algorithms, and multidimensional data structures—is also discussed. Message passing (MPI and OpenMP) is used for implementation of algorithms on high performance cluster computers.

Prerequisites: Permission of instructor

Precluded: CPSC 442-3

CPSC 644-3 Computer Networks This course explores essential topics in computer networks including TCP protocol, TCP reliable transport service, Internet protocol IP addresses, IP datagram and datagram forwarding, IPv6, network applications, real time interactive applications protocols (RTP, RTCP, SIP, H.323), security in computer networks, and network management. Network applications discussed include client-server interaction, naming and domain name system DNS, multimedia networking, VoIP, audio and video streaming.

Prerequisites: Permission of the instructor

Precluded: CPSC 444-3

CPSC 650-3 Bioinformatics This course introduces computational techniques for solving biological problems and presents an overview of the tools and methods used to analyze large biological data sets. After introducing molecular biology for computer scientists—cells and organelles, chromosome, gene, DNA, RNA, proteins, transcription and translation—the course explores pairwise and multiple sequence alignment, sequence database searches, pattern identification of genes, promoters and transcription factor binding sites, as well as secondary and tertiary structure prediction for RNA and proteins. Markov models for gene prediction are introduced. *Prerequisites:* Permission of the instructor

Precluded: CPSC 450-3

CPSC 651-3 Digital Image Processing and Computer Vision Digital image processing is central to our digital age. This course explores topics in image representation, transforms, enhancement, restoration, segmentation, retrieval, and indexing.

Prerequisites: Permission of instructor

Precluded: CPSC 451-3

CPSC 672-3 Knowledge Based Systems This course introduces students to Expert Systems. The two major topics addressed are Rule-based systems and Fuzzy Logic systems. Goal-driven forward-chaining and backward-chaining paradigms are introduced. Automatic theorem provers, inference engines and problems of knowledge representation and knowledge acquisition are discussed. Approaches to reasoning about uncertainty, including Bayesian probabilities, certainty factors, non-monotonic logics and reasoning with beliefs, are covered. A Fuzzy Logic system is implemented and an application is developed and tested. *Prerequisites:* CPSC 371-3 or permission of the instructor

Prerequisites: Permission of the instructor

Precluded: CPSC 472-3

CPSC 674-3 Natural Language Processing This course introduces the formal and practical methods of Natural Language processing. Topics include formal grammars and the Chomsky hierarchy, natural languages, models of syntax, augmented lexicons, parsing methods, semantic structures and knowledge representation for natural language processing, linguistic models, discourse models, problems of reference, machine translation, part of speech tagging, ambiguity and information retrieval.

Prerequisites: Permission of the instructor

Precluded: CPSC 474-3

CPSC 675-3 Multiagent Systems An introduction to the theoretical and practical aspects of intelligent agents and multiagent systems, this course is open to graduate students in different areas and fosters creative multidisciplinary interaction. Coverage includes the basic concepts, agent architectures, deductive and practical reasoning agents, reactive and hybrid agents, multiagent interactions, human-agent interactions, agreements, communication, and teamwork. Individual or team projects allow students to explore specific topics in their areas of interest through theoretical or laboratory work.

Prerequisites: Permission of the instructor

Precluded: CPSC 475-3

CPSC 682-3 Data Structures II External sorting and merging, best case, worst case, and average case estimates, time and space estimates for algorithms studied in CPSC 200-3 and 281-3.

Prerequisites: CPSC 281-3 and 340-3 or permission of the instructor

Precluded: CPSC 482-3

CPSC 690-3 Computing Project I This course consists of a large computing project undertaken by the student or by teams of students. Projects will be geared to industrial or research needs and designed to give the senior students first hand experience in applying their knowledge and skills to the design and implementation of medium to large software systems. Students will employ standard software engineering practices. Regular project team meetings will be held to review project milestones.

Prerequisites: CPSC 301-3 or permission of the instructor

CPSC 699-3 Special Topics The topics for this course vary, depending on student interest and faculty availability. The course may be repeated any number of times, provided all topics are distinct from one another.

Prerequisites: Permission of the instructor
Precluded: CPSC 499-3 on the same topic

CPSC 704-1.5 Graduate Seminar in Computer Science The course comprises weekly seminar sessions. Students will investigate and present ideas and results pertaining to current computer science research. The offerings may include presentations of current literature, research methodology, and topics related to students' own research or project work. Students will participate in discussions and critique of the work presented.

MSc students are required to attend and participate in all seminar sessions to obtain credit for the course. This is a PASS/FAIL course. (All MSc students must register in a seminar course twice during their program of studies. It is expected that all MSc students will attend the seminar each semester available.)

CPSC 706-3 Topics in Computer Science Research and Methodology This course is designed to expose graduate students to research methods, principles and design techniques in computer science, which may include evolution of fundamental ideas in computer science, theoretical foundations, formal techniques in the areas of system specification, design, verification, validation and performance analysis. The course aims to offer methods and principles widely applicable in computer science. Specific applications studied will vary.

Prerequisites: Permission of the instructor

CPSC 720-3 - Advanced Programming Languages Topics for this course may include advanced study of general programming language design concepts, formal reasoning about programs and languages, pragmatic evaluation of language properties, and case studies of specific languages. The course may be used to communicate programming language theory and practice specific to students' project or thesis research needs.

CPSC 723-3 Transaction Processing and Concurrency Control This course provides an introduction to the key principles of transaction processing systems. It includes the architecture of transaction processing systems, including transactional communications paradigms, and mechanisms for recovering from transaction and system failures. Some of the commercial transaction processing systems, transactional aspects of database servers, messaging systems, Internet servers, and object-oriented systems, as well as each of their subsystems are also studied through various examples.

Prerequisites: CPSC 422-3 or equivalent or permission of the instructor

CPSC 740-3 Analysis and Modelling of Communication Networks This course aims to introduce techniques for analysing the performance of communication networks and systems. The techniques to be covered include different queuing models and the applications and limitations of these models for the analysis of communication networks, such as: Introduction, probability, queuing analysis, M/M/1 and other models, Performance Modelling, Simple and complex Packet Switched Networks and other modelling techniques.

Prerequisites: CPSC 440-3 or CPSC 640-3 or equivalent or permission of the instructor

CPSC 741-3 Advanced Topics in Distributed Computing This course focuses on exploration of principles of distributed computing through a study of selected advanced topics of research interest to faculty and students.

Prerequisites: Permission of the instructor

CPSC 744-3 Internet and Mobile Security This course provides a comprehensive study of issues in internet and mobile security including types of security services, firewalls and virtual private networks. Other topics covered include denial of service attacks, virus, worms, Trojan horses, replay violations, cookies, Public key cryptography, hash algorithms, Data Encryption Standard (DES), MD5, Modular arithmetic, primes and Euclid's algorithm, Public key algorithms, Prominent Internet Security, Procedures like Diffie-Hellman, authentication, passwords, mutual authentication, authorization, RADIUS and AAA, IPsec, IKE, PKI. The course also covers transport layer security and secure socket layer protocols, authentication of mobile users and privacy operations.

Prerequisites: CPSC 440-3 or equivalent or permission of the instructor

CPSC 750-3 Digital Compression for Multimedia This course covers topics including: Data compression, multimedia bandwidth requirements, ad hoc compression methods, lossless and lossy compression algorithms, the components of a data compression system, introduction to information theory, statistical compression methods such as Hoffman and Arithmetic entropy coders, the JBIG standards, Dictionary based compression methods (LZ family), Universal Lossless source coding, Model based compression methods (PPM, DMC), Transform based text compression (BWT transform), Image compression methods (Mathematical preliminaries), scalar and vector quantization, Predictive coding, DPCM, hierarchical vector quantization, Transform Coding (DCT-JPEG/MPEG) and wavelet transform (EZW/RMF), Subband Coding, and Wavelet Compression. A brief discussion of Video and Sound Compression is also provided.

Course Descriptions: Computer Science, Disability Management

CPSC 760-3 Modelling and Simulation This course covers fundamental modelling and simulation concepts and discrete-event systems in particular. The course introduces systems modelling and simulation concepts, basic probability distributions and random numbers, queuing models, and overview of relevant object oriented concepts. The fundamental concepts and practical simulation techniques for modelling different types of systems are covered. An in-depth study of modelling elements, simulation protocols, and their relationships including verification and validation are discussed. Various distributed systems are introduced as case studies and a significant part of the course and hand-on experience is through simulation projects. Understanding of distributed systems and object oriented programming concepts and basic probability theory is required.

Prerequisites: Permission of the Instructor

CPSC 790-3 Graduate Seminar

CPSC 791-3 Advanced Special Topics I This course introduces selected advanced special topics in computer science. The content may vary.

CPSC 792-3 Advanced Special Topics II This course introduces selected advanced special topics in computer science. The content may vary.

Disability Management

DISM 609-3 Professional Ethics in Health Care Management

This course addresses the ethical practice of health care management. Students are exposed to ethical dilemmas inherent to our health care system and are provided with the skills and knowledge to resolve these dilemmas. Students become familiar with several health care professionals' codes of ethics and learn how to apply various ethical decision making models.

Prerequisite: Graduate Standing

DISM 710-3 Foundations in Disability Management This course will provide a comprehensive overview of the principles and practices of disability management in the workplace. The course begins with an introduction to the interdisciplinary nature of return to work services and interventions, theoretical foundations of disability management and benchmark models or approaches used, and the typical issues and needs among persons challenged by return to work barriers. The application of management skills in resolving disability management problems will also be covered including traditional management skills in the areas of budgeting, human resources, service provision and problem solving skills.

DISM 711-3 Disability Management: Legislation, Policy & Procedures This course will provide the skills and knowledge required to develop organizational policy and procedures that are based on societal values, legislation and regulation, collective bargaining agreements, and the specific organizational culture.

DISM 712-3 Disability Management Interventions The primary goal of disability management is to help workers with limitations and restrictions return to work at the optimum point in their rehabilitation and recovery. This course will cover the skills, knowledge and attitudes required for effective disability interventions. Additional topics covered include: working with the supervisor, the individual and the shop steward to develop, implement and monitor a successful transitional work plan.

DISM 720-3 Special Topics This course covers topics of special interest, which may vary from year to year.

DISM 794-6 Disability Management Major Paper The Major Paper (MP) option is for those students who have written a letter outlining their experience in the disability management field and obtained permission allowing them to prepare a Major Paper in place of a Practicum (6 credits). It is the aim of the MP to acquaint students with the practice of scholarship. Such acquaintance normally entails a critical treatment of relevant academic literature using theoretical or philosophical methods. If the student wishes to pursue empirical research, either quantitative or qualitative, the thesis option must be selected.

Prerequisites: Completion of all the Disability Management required courses

DISM 795-6 Disability Management Practicum Students participate in field-based learning activities for the purpose of pursuing and developing research/policy administration/practice skills within a related employment area. The duration of this component is equivalent to three months full-time employment.

DISM 796-3 Disability Management Comprehensive Examination The comprehensive examination option of study requires the successful completion of a comprehensive examination that evaluations a candidate's knowledge of theory, research, and practice in his/her field of study.

Prerequisites: Completion of all course work

DISM 798-(3-6) Directed Studies

DISM 799-9 Disability Management Thesis

Economics

ECON 601-3 Global Economy and Development This course analyzes the evolution, and assesses competing theories, of the global economy. The prospects for developing countries within the global economy are examined.

Precluded: ECON 701-3 and ECON 401-3

ECON 604-3 Poverty, Inequality and Development This course examines the dimensions and causes of poverty and inequality. It analyzes development strategies aimed at reducing poverty and inequality.

Precluded: ECON 704-3 and ECON 404-3

ECON 608-3 Managerial Economics This course examines the economic basis of managerial decision-making. The focus is on demand analysis, production and costs, and price determination in different market structures. Other topics covered include pricing strategies, decision-making under risk, and the economic rationale for business regulation. Case studies and events reported in the business press inform the course.

ECON 610-3 Health Economics Economic analysis applied to health care. Topics covered may include models of physician induced demand, health insurance (private versus national), cost benefit analysis and the evaluation of health technology.

Precluded: ECON 410-3

ECON 611-3 Cost-Benefit Analysis Techniques and problems in cost-benefit analysis. Case studies of projects in the areas of natural resources, the environment, human resources, public services and transportation.

Precluded: ECON 411-3

ECON 623-(3, 6) Economics Field Study This course allows students to learn about the application of economics in specific contexts. Course location varies with instructor and year taken. This course may be repeated to a maximum of 6 credit hours if the course content differs.

Prerequisites: Graduate student standing and permission of the Chair

ECON 625-3 Trade and the Environment This course considers the relationship between different international trade regimes and environmental issues.

Precluded: ECON 425-3

ECON 635-3 Financial Economics and Quantitative Methods This course explores the theoretical and conceptual foundations of financial economics. The course also includes quantitative methods for testing some of the basic financial propositions in finance.

Prerequisites: Graduate student standing and permission of the Chair

Precluded: ECON435-3

ECON 710-3 Macroeconomic Policy for Development This course provides a critical understanding of macroeconomic models used in International Monetary Fund stabilization programs. Structuralist and other heterodox approaches are also considered. Topics covered include exchange rate policies, inflation, interest rate policies and financial liberalization.

ECON 712-3 Applied Econometrics This course provides an introduction to econometric methods. Topics covered include simple and multiple regressions, hypothesis and diagnostic testing, and time series models. Students are expected to become familiar with one or more course-related software packages.

ECON 698-3 Special Topics in Economics

ECON 798-9 Economics Project The project is a policy and/or applied paper relevant to one or more developing countries. Proposals for projects and the projects themselves are evaluated by the supervisory committee. An oral defence is required.

ECON 799-12 Master's Thesis The MA thesis should pose and examine a significant development question in a way that demonstrates critical thinking, an understanding of the relevant literature, and the ability to conduct systematic research. In preparation for the thesis, a research proposal is to be drafted for approval by a supervisory committee. An oral defence of the thesis is required.

Education

EDUC 601-3 Educational Research Design and Methodology An introduction to the paradigms of educational inquiry, the formulation of research questions, the consideration of ethical issues, the principal types and methods of educational research, the preparation of research proposals, and the reporting of research results. Students will be encouraged and assisted to utilize this course to develop either a thesis or project proposal that will satisfy the research requirement of the MEd degree program.

EDUC 602-4 Quantitative Research Design and Data Analysis (Lecture/Lab) This course is an introduction to the descriptive and inferential univariate statistics commonly used to quantitatively analyze social sciences research data. Topics include graphing, central tendency and dispersion measures, standard scores, data cleaning, hypothesis testing, correlation, simple linear regression, nonparametric statistics, and an introduction to ANOVA, including factorial ANOVA, with multiple comparisons. Research methodology is integrated throughout the course. The student is given instruction in common word processing and spreadsheet programs for the purpose of statistical analysis and reporting.

Course Descriptions: Education

EDUC 603-4 Advanced Quantitative Data Analysis (Lecture/Lab) This course provides an examination of a variety of advanced (generally multivariate) methods of quantitatively analyzing social science research data. Selected topics include: introductory matrix algebra, a review and an extension of ANOVA techniques introduced in EDUC 602-4 including ANCOVA, MANOVA, and MANCOVA, multiple linear, and logistic regression, and factor analysis. Additional methodological and/or analytic topics are included in accord with the expressed research interests and needs of students. The student is given instruction in one or more common statistical programs.

Prerequisites or Co-requisites: EDUC 602-4 or equivalent

EDUC 606-3 Leading for Change This course reviews contemporary management and organizational theory emphasizing the role that leaders can play in facilitating and managing change. Other areas of focus include developing a learning organization, organizational responsiveness, processes of organizational change and improvement, strategic planning, and program evaluation. By highlighting the accountability policy trends in BC and Canadian schools, this course emphasizes the links between theory and practice.

EDUC 609-3 Aboriginal Learners: History, Culture, and Ways of Knowing This course explores the difficult history Aboriginal people have had with western education. It also explores Indigenous ways of knowing, contemporary educational theory, and instructional practices in relation to the needs and resources of Aboriginal students in rural and urban northern communities. Students will be encouraged to examine achievement data and to explore cultural assumptions around definitions of Aboriginal student success. Students will consider the cultural relevance of teaching resources, assessment tools, and school improvement interventions. Issues of Aboriginal access, retention, and participation in education systems will be emphasized, along with the need for rebuilding trust among educational institutions and Aboriginal communities.

Precluded: EDUC 646-3

EDUC 610-4 Qualitative Analysis in Education (Lecture/Lab) This course provides an introduction to the conceptual underpinnings of qualitative research and to qualitative data analysis methods, including case study, discourse analysis, grounded theory, action research, phenomenology, and ethnography. The course includes a lab in which students will be introduced to the use of qualitative analysis software.

EDUC 611-3 Advanced Topics in Qualitative Research This course is an exploration of epistemological issues in qualitative research, including ethics, researcher role, reflexivity, voice, and interpretation. The course includes in-depth study and application of one or more of the qualitative approaches to analysis introduced in EDUC 610-4.

Prerequisites: EDUC 610-4 or equivalent

EDUC 613-3 Interpersonal Counselling Skills This course explores the theory and practice of interpersonal communication and helping skills in counselling. It provides opportunity within the classroom setting to practice and receive feedback on basic helping and communications skills.

Prerequisites: This course is restricted to MEd Counselling or DISM students, or by permission of the instructor

EDUC 615-3 The School Principalship This course explores the skills, knowledge and personal attributes central to effective school leadership in British Columbia. It emphasizes the legal and policy context for schools by examining school law (Legal duties and responsibilities), collective bargaining and school finance; and it explores effective interpersonal and supervisory skills in the workplace. Examples from the field experiences of participants and the instructor permit opportunities for developing personal praxis.

EDUC 616-3 Policy and Politics in Public Education This course examines the politics of education at the local, provincial and national levels by considering the governance structures, patterns or trends in education and political influences on educational decision makers. Emphasis is placed on the policy process. Both the theory and practice of policy development are explored including agenda setting, stakeholder influence, bureaucratic systems, policy design, implementation and evaluation, and the principles and processes of inclusive decision making.

EDUC 617-3 Leading for Learning: Teacher Leadership and Principal This course provides an overview of the skills, knowledge, and personal attributes central to effective teacher leadership and principal leadership in schools in British Columbia. It features a current emphasis on distributed leadership and on various kinds of influence within schools that function as sustainable learning communities. The course explores collegial relationships as a background for instructional improvement and invites identification of personal leadership goals as well as plans for implementation.

Precluded: EDUC 615-3

EDUC 618-3 Family Counselling This course is an introduction to classic and postmodern theories of family counseling including Bowen, Structural, Strategic, and Experimental Family Therapies. Application of theory to practice is included.

Prerequisite: This course is restricted to MEd students or permission of the instructor

EDUC 619-3 First Nations Counselling This course is an examination of the place of counselling in the holistic context of First Nations approaches to health and healing. In particular, the course will examine the counselling processes that are inherent in traditional healing practices such as the sweat lodge, concentric circle, talking circle and vision quest.

EDUC 620-4 Educational Assessment and Evaluation (Lecture/Lab) This course provides training in the practices of item and instrument construction coupled with an introduction to classical test theory and item response modelling (IRM). Construction of selection and open-ended item formats are dealt with for achievement, performance assessment, and affective measures. Evaluation of items and instruments is accomplished using classical item analysis, reliability and validity, and a brief introduction to item response models. The course includes a survey of commercial psychoeducational measures, particularly individual aptitude and achievement tests. Instruction in the use of specialized software for test construction, classical item analysis and IRM is part of the course.

Prerequisites: EDUC 602-4 or equivalent

EDUC 621-3 Classroom Assessment Practices In this course, we will examine the relationships between and purposes of classroom-based assessment and evaluation. We will consider the roles of formative and summative assessment, including dynamic assessment, curriculum-based assessment, portfolios, conferencing, and standardized testing; and the implications of such practices for grading, instructional approaches, school achievement, and planning for diverse students. The course includes a practical component so that students will explore effective assessment practices and how to interpret assessment results, as well as how to evaluate current trends in educational evaluation.

Prerequisites: None; elective course open to all graduate Education students. Graduate students outside of Education, non-degree graduate students, and upper level undergraduate students also may take the course, as per the admission guidelines in the graduate calendar.

EDUC 622-4 Psychoeducational Assessment This course provides an overview of individualized assessment, including formal standardized instruments, informal tests, and classroom-based tools and instruction on the administration and interpretation of Level B tests. There is also a field application involving the design, administration, and interpretation of an individual assessment for learning.

EDUC 626-3 Inclusive Education: Learning for All This course presents "inclusive education" as a transition toward the predominance of a "success for all" educational philosophy. Components of inclusion include but are not limited to integration of exceptional students and examination of achievement data for minority groups. Issues of quality and equity of educational opportunity for all genders, orientations, cultures, religions, and socioeconomic groups are also explored. Connections are made to current instructional concepts such as culturally relevant practice and differentiated instruction. Students are expected to apply course content to develop action inquiry projects designed to improve equity in their own professional settings.

Precluded: EDUC 535-3 and EDUC 635-3

EDUC 631-3 Educational Applications of Computer Technology This course examines the role of computer technology as a teaching and learning resource in contemporary educational environments. It will also include a review of generic and subject-specific criteria that may be used to evaluate educational software. The course will allow and assist students to examine a variety of computer applications that are relevant to particular aspects of education; for example, curriculum development, instructional design, counselling, evaluation.

EDUC 632-3 Language Development: Implications for Education An exploration of theories of language development across the life-span, drawn from Linguistics, Psycholinguistics, Sociolinguistics, and Educational Psychology. Links between language development, and cognition, learning, and social development, and their educational implications will be addressed.

EDUC 633-3 Human Development: Implications for Education Contemporary theories of human development are examined along with their implications for teaching and counselling children, adolescents, and adults.

EDUC 634-3 Achievement Motivation Current theories of achievement motivation, grounded in practical classroom examples. Our examination will be research oriented, ranging from a micro level of analysis (e.g., individual case studies) to a macro level of analysis (e.g., school structures). A central issue is how teachers and counsellors can understand and foster students' motivation for school learning.

EDUC 635-3 Educating Exceptional Students An examination of the nature and characteristics of exceptional students and a review of current theory and research concerned with accommodating their special needs in a variety of educational environments; for example, counselling or instructional environments.

EDUC 636-3 Language and Learning Disabilities In this course, we will review current theoretical and research literature on language-based learning disabilities, including disabilities of oral language, reading, and written expression, and their implications for students' learning. Strategies for assessment, planning, teaching, and intervention for preschool, school-aged, and adult learners will be addressed.

EDUC 637-3 Interventions for Literacy Disorders This course provides an overview of diagnostic and remedial strategies for literacy disorders. Students are provided with an overview of individualised assessment, including informal tests, and classroom-based tools and instruction on remedial strategies specific to literacy errors and deficiencies. There is also a field application, in which students work in a supervised setting with one child exhibiting a literacy disorder, out of which a final report is produced.

Course Descriptions: Education

EDUC 638-3 Mathematic Disorders and Remediation This course provides an overview of diagnostic and remedial strategies for mathematics. Students are provided with an overview of individualised assessment, including formal standardised instruments, informal tests, and classroom-based tools and instruction on remedial strategies specific to mathematics errors and deficiencies. There is also a field application, in the form of a brief mathematics clinic in which students work in a supervised setting with one remedial mathematics child, out of which a final report is produced.

EDUC 639-3 School-Based Teams, Consultants, and Families This course is an overview of the strategies, policies, and procedures related to school-based team meetings. Included is a review of the professional literature, a description of the roles and responsibilities of team members such as teachers, administrators, parents, students, and families, and an analysis of the techniques used in school-based team meetings.

EDUC 640-3 Focus on a Selected Disability This course examines a specific special need, with topics determined by the interests of students and the availability of faculty members to teach them. For example, it may focus in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. This course may be taken up to two times but with a different disability focus each time.

EDUC 641-3 Principles of Instruction An examination of models of instruction with particular emphasis on models of contemporary teaching and learning. Students will be encouraged to identify and reflect on their own models of instruction for teaching and counselling.

EDUC 642-3 Personal and Career Planning for Students with Special Needs This course is an evaluative survey of theories and practices employed to facilitate career decision making for students with special needs.

EDUC 644-3 Educational Programs: Development, Implementation and Evaluation A study of program planning within curriculum guidelines. The course will address the changing roles, resources and responsibilities of educators within the context of change in educational institutions.

EDUC 645-3 Discourse in Classrooms An examination of the theory and practice of facilitating learning across school disciplines through classroom discourse. Students will consider theories of meaning and how students and educators structure language to achieve multiple purposes, and the social and academic implications of these patterns of language use. The relationship of classroom discourse to cross-disciplinary materials, instructional strategies, and evaluation procedures will be discussed.

EDUC 648-3 Oral Traditions and Literacy Development A critical examination of theory, research, and current teaching practices in oral and written language development. Teaching that builds upon oral language experiences and oral cultural traditions will be emphasized. Topics will include emergent literacy of young children, literacy development in cultures with strong oral traditions, and approaches to adult literacy. Parallels and divergences across these topics will be explored.

EDUC 649-3 Elementary Language, Literacy, and Literature A critical examination of theory, research, and current teaching practices in language, literacy, and literature in elementary schools. Topics will include the writing process, reader response and children's literature, and a critical examination of current research on teaching reading.

EDUC 650-3 Secondary Language, Literacy, and Literature A critical examination of theory, research, and current teaching practices in language, literacy, and literature in secondary schools.

EDUC 651-3 Mathematics Education A critical examination of theory and research associated with current practices and emerging trends in curriculum development and instruction in mathematics. Students may elect to focus upon either the elementary or secondary level of the curriculum.

EDUC 652-3 Science Education A critical examination of theory and research associated with current practices and emerging trends in curriculum development and instruction in general science. Students may elect to focus upon either the elementary or secondary level of the curriculum.

EDUC 653-3 Social Studies Education A critical examination of theory and research associated with current practices and emerging trends in curriculum development and instruction in social studies. Students may elect to focus upon either the elementary or secondary level of the curriculum.

EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders This course examines the need for collaboration and communication as tools for managing the social and cultural complex environment of schools and communities. Areas of focus include the principles of effective communication and inclusive decision making, the principles of diversity and inclusion, media and public relations, and the application of new technologies to promote dialogue.

EDUC 656-3 Instructional Leadership This course explores the principles and practices of designing effective curriculum and instructional systems, while also exploring the role of instructional leaders in creating a positive culture that enhances both teacher and student learning. The course is also useful to the future school principal interested in models of supervision and its relationship to instructional planning and implementation. Other topics include adult development, reflective practice and professional growth models.

EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar An interdisciplinary analysis and discussion of topics of common interest to graduate students in the Faculty of Arts, Social and Health Sciences.

EDUC 691-3 Education Program: Interdisciplinary Seminar This course is an interdisciplinary analysis and discussion of topics of common interest to students enrolled in the Master of Education Program in Counselling or Curriculum and Instruction specializations.

EDUC 692-3 Special Topics Topics to be determined by the special interests of students and the availability of faculty members to teach those topics. This course may be retaken any number of times, provided all topics are distinct.

EDUC 693-3 Directed Reading: Independent study under the direction of a faculty member This course provides an opportunity for students to study an educational topic relevant to their program if additional study is either desirable or necessary to correct possible deficiencies in their preparation for graduate study.

EDUC 711-3 Counselling Theory This course is an examination of the theoretical foundations of counselling. Topics reviewed include analytic, behavioural, cognitive, existential, person-centred, gestalt, feminist, and postmodern therapies.

EDUC 712-3 Counselling Practice This course is a integrative exploration of information on counselling skills, strategies, techniques, and client issues required for effective practice. It includes an overview of current versions of Brief Therapy (Solution-Focused), Narrative Therapy, and Cognitive Behavioural Therapy. Individual clinical supervision of video-recorded sessions is a major component of this course.

Prerequisite: EDUC 613-3 This course is restricted to MEd Counselling students

EDUC 714-3 Group Counselling Processes This course addresses the theory and practice of group counselling. Opportunities are provided to participate in and conduct group sessions.

EDUC 715-3 Career Counselling This course is an evaluative survey of the counselling theories and practices employed to facilitate career decision making in schools and community agency settings.

EDUC 716-3 Clinical Counselling This course is an examination of specific areas of clinical counselling such as behaviour disorders, mental subnormality, learning disabilities, mood disorders, anxiety disorders, and personality disorders.

EDUC 717-3 Ethics in Counselling This course examines the ethical and legal issues found in counselling practice with individuals, couples, families, and groups. It also presents an ethical decision-making process and model for application to counselling practice dilemmas. Students become familiar with counselling codes of ethics.

EDUC 719-3 Counselling Practicum This course includes a practicum placement in at least one school, agency or institutional setting; scheduled seminars; and individual supervision. Students are required to complete 150 hours of direct client contact time at their practicum.

Prerequisites: EDUC 613-3, EDUC 711-3, 712-3, and 714-3 and one Counselling elective course. This course is restricted to MEd Counselling students

EDUC 721-3 Individual Assessment of Aptitudes and Achievement A survey of psychoeducational measures, particularly the administration, scoring and interpretation of individual aptitude and achievement tests.

Prerequisite: EDUC 620-3 or equivalent

EDUC 740-3 Curriculum Development and Evaluation A review of theories of curriculum development and evaluation with strong emphasis on the linkages to educational foundations and teaching practices.

EDUC 780-3 Foundations of Education This course will take an historical approach and consider shifts in philosophical, political, sociological, psychological, and epistemological perspectives as well as related shifts in models of education.

EDUC 795-3 Research Seminar A seminar focused on supporting students' ongoing work on their theses or projects. In particular, the course will identify and explain the various tasks that are typically involved in the development of a thesis or project; for example, design, implementation, analysis, interpretation and writing. Co-operative problem solving will be employed to assist students to develop their theses or project plans.

Prerequisites: EDUC 601-3 and 602-3 or equivalent

EDUC 796-3 Portfolio The portfolio route requires the successful completion of a professional portfolio that demonstrates a candidate's knowledge of education research, theory, and practice in his/her field of study (Special Education). This course enhances and reinforces a student's knowledge of educational research, theory, and practice as well as their interrelationship as evidenced by selected artifacts and accompanying rationales.

EDUC 797-3 Comprehensive Examination The comprehensive pattern of study requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of education theory and practice in his/her field of study (Counselling or Curriculum and Instruction). This program pattern is designed to enhance and reinforce a student's knowledge of both educational theory and practice as well as their interrelationship.

Prerequisites: successful completion of all other degree requirements

Course Descriptions: Education, English

EDUC 798-6 MEd Project Students are asked to develop theoretically defensible innovations in educational practice. These may include innovative curricula, instructional strategies, or counselling practices. The efficacy of the innovations must be evaluated and the results reported as a part of a formal report of the project. The completed project report must be submitted to the student's supervisory committee for evaluation.

EDUC 799-9 MEd Thesis Students are asked to evaluate educational theory and practice, identify a significant question and implement a research strategy that addresses the question. The completed thesis must be submitted to the student's supervisory committee for evaluation.

English

Students wishing to take any 600-level graduate English courses as part of an interdisciplinary or other MA program should consult the Department of English Chair.

ENGL 600-3 Advanced Contemporary Theory This course offers advanced study of current theoretical modes, including feminism and gender theory, deconstruction, postcolonial theory, discourse analysis, new historicism and Marxist theory, psychoanalytic theory, and cultural studies. The course includes an investigation of the critical positions of contemporary theorists.

ENGL 609-3 Advanced Studies in Film or Television This course offers advanced study in film or television.

ENGL 610-3 Advanced Studies in Women and Literature This course investigates contemporary women writers and their work, emphasizing their cultural diversity and considering them in the context of feminist theory. Writers may include Nadine Gordimer, Joy Kogawa, Amy Tan and Louise Erdrich.

ENGL 620-3 Advanced Studies in First Nations Literature Drawing on postcolonial and cultural theories, this course examines contemporary First Nations and Native American literatures written in English.

ENGL 630-3 Advanced Studies in Canadian Literature This course examines multicultural and cross-cultural expressions in modern and contemporary Canadian literature. Authors studied may include Margaret Laurence, Hugh McLennan, Rohinton Mistry, Rudy Wiebe, Aritha van Herk, Joy Kogawa, Marlene Nourbese Philip.

ENGL 631-3 Advanced Studies in Northern BC Literature This course in Northern BC Literature offers advanced study of authors such as Barry McKinnon, Eden Robinson, Brian Fawcett, George Stanley, Jacqueline Baldwin, and Ken Belford.

ENGL 640-3 Advanced Studies in Postcolonial Literatures I This course undertakes an investigation of the central issues of postcolonial literature, including postcolonial nationalism, colonial mimicry, imperial versus native languages, and the political and social responsibility of the writer.

ENGL 650-3 Advanced Studies in Comparative Literature This advanced course in Comparative Literature focuses on texts written in English or English translation. Special topics may include comparative studies of a genre, theme, period or region. Writing which crosses borders or the writing of specific cultural groups may also be included.

ENGL 660-3 Advanced Studies in Children's Literature This course offers advanced study in children's literature and culture.

ENGL 670-3 Advanced Creative Writing - Poetry This course offers advanced lectures and workshops in the craft of writing poetry.

ENGL 671-3 Advanced Creative Writing - Fiction and Creative Non-Fiction This course offers advanced lectures and workshops in the craft of writing fiction and/or creative non-fiction.

ENGL 672-3 Advanced Creative Writing - Drama and Script-Writing This course offers advanced lectures and workshops in the craft of writing drama and script-writing.

ENGL 680-3 Advanced Studies in Science Fiction This course offers advanced study of the structures and motifs of science fiction and fantasy.

ENGL 683-3 Advanced Studies in Romantic Literature This course investigates a particular aspect of Romantic Literature. The focus could be on the works of a specific author or school of authors, a literary genre, or a particular social or theoretical concern.

ENGL 684-3 Advanced Studies in Victorian Literature This course offers special study of an author (or authors), theme or genre in Victorian literature. Possible authors include George Eliot, Dickens, or the Brontës. Possible topics include social realism, psychological realism, violence and domestic realism, fictional autobiography, Victorian gothic or female self-expression.

ENGL 685-3 Advanced Studies in Modern and Contemporary Literature in the United States This advanced course in American writing since 1900 emphasizes American cultural contexts. The course may focus on specific author or specific authors, on a particular genre, theme or region, or on ethnic and minority literature.

ENGL 686-3 Advanced Studies in Literature of the Fantastic This course explores various periods and aspects of fantastic literature. When appropriate, the course will include film and graphic arts as well as literary texts.

Course Descriptions: English, Environmental Planning/Science

ENGL 690-3 Bibliography This course offers an introduction to the conventions of literary bibliography, as well as electronic bibliography and document retrieval. Where possible, the course is related to another graduate course being taken concurrently by the student.

ENGL 691-3 Advanced Studies in Renaissance Literature This course examines various aspects of Renaissance literature and art. The focus could be on the works of a specific author, a genre, or theoretical considerations.

ENGL 692-3 Advanced Information Technologies This course offers an introduction to electronic bibliography and document retrieval, and the theory and practice of hypermedia. Computer applications for the study of literature may be developed as part of a research project.

ENGL 693-3 Advanced Cultural Studies This course introduces students to the interdisciplinary methodologies of cultural studies, with a focus on definitions of culture and the imbrications of race, class, and gender. It explores the themes of postmodernism, popular culture, historical cultural formations, social history, and/or the relation between politics and culture.

ENGL 698-3 Advanced Topics

ENGL 699-3 Independent Study in Literature

ENGL 700-3 Studies in Literature, Culture and Place This course investigates theories and representations of culture and place in literary studies. Authors studied may include Homi K. Bhabha, Edward Said, and Raymond Williams. The course may explore intersections of culture and place across literary periods and nationalities, in contemporary popular culture, and in contemporary theory.

ENGL 799-12 English MA Thesis

Environmental Planning

ENPL 605-3 Land Use Planning An evaluation of land use planning at the federal, provincial, and municipal levels. The course will familiarize students with theories of property rights and their applications to land use planning and tenure systems.

Precluded: ENPL 410-3, ENVS 410-3, ENVS 605-3

ENPL 606-3 Planning Theory, Process and Implementation Theories of planning and how theory informs planning practice. How planners manage planning processes, how plans are implemented. Use of communicative skills important in expediting implementation within the political environment of planning practice.

Precluded: ENPL 411-3, ENVS 411-3, ENVS 606-3

ENPL 609-3 First Nations Community and Environmental Planning This is a workshop style, project-based course that will allow students to work on an applied, field-based planning project in collaboration with a First Nations community.

Prerequisite: Permission of the instructor

Precluded: ENPL 409-4

ENPL 615-3 Advanced Environmental Assessment An examination of current methods used in planning and project development for environmental assessment. This course will focus on applied research using case studies.

ENPL 619-3 Ecological Design This course provides an overview of the unique planning and development dimensions of small communities and rural regions, with specific focus on ecological constraints and opportunities. Current planning practice and new ecological planning principles are examined. Design and planning technologies are utilized.

Precluded: ENPL 415-3

See NRES course listing for additional 700-level Environmental Planning courses.

Environmental Science

ENSC 604-3 Waste Management This course introduces environmental, technical and political aspects of non-hazardous and hazardous wastes. Topics include sources, evaluative methods, risk assessment, treatment, disposal, and current legal and management requirements.

Precluded: ENSC 404-3, ENVS 404-3, ENVS 604-3

ENSC 607-3 Environmental Modelling This course provides an understanding of the physical, chemical and biological processes that govern contaminant transport and fate in environmental media. Topics include modelling fundamentals, mass transport in aquatic ecosystems, and mathematical modelling of a wide variety of contamination issues, such as lake eutrophication, river water quality, groundwater contamination, atmospheric deposition, and climate change. Laboratory exercises will complement lecture topics and focus on the development of computer-based modelling skills.

Precluded: ENSC 406-3, ENVS 406-3, ENVS 607-3

ENSC 608-3 Storms This course covers the analysis and dynamics of synoptic weather systems, cyclones and cyclogenesis; fronts, thunderstorms, jet streams and stability; thermodynamic charts, satellite imagery and weather forecasting. May be taught alternate years.

Precluded: ENSC 408-3, ENVS 408-3, ENVS 608-3

Course Descriptions: Environmental Science

ENSC 612-3 Air Pollution A multidisciplinary course focusing on air pollution: emissions, chemistry, air pollution meteorology and dispersion modelling, engineering and legislative controls, health effects, airshed planning.

Precluded: ENSC 412-3, ENVS 712-3, ENVS 612-3

ENSC 618-3 Environmental Measurement and Analysis This is a quantitative laboratory and field based course focusing on advanced environmental measurement and analysis of atmospheric, aquatic and terrestrial systems. The approach is integrative and problem-oriented; students may examine natural and/or managed systems, including engineered systems (e.g., waste management) and systems impacted by anthropogenic activity (e.g., contamination).

Precluded: ENVS 418-3, ENSC 418-3

ENSC 625-3 ENSC 625-3 Climate Change and Global Warming The climate change and global warming caused by human activity has become one of the most significant environmental, social and economic threats that we have faced. This course presents the science of global climate change and global warming. Emphasis is placed on scientific principles responsible for climate changes, observed evidence of global climate change and global warming, and future climate change. Course topics include climate system, greenhouse effect, El Niño, atmospheric and ocean circulation, Earth's past and present climate, climate models, future climate projection, and climate change impacts on Canada.

Precluded: ENSC 425-3

ENSC 635-3 Soil Biological Processes and the Environment Processes at the interface between the biosphere, atmosphere, hydrosphere and lithosphere are critical to the regulation of environmental quality on Earth. This course provides an overview of the soil habitat from a biological perspective and of how soil organisms and the processes they mediate play critical roles in a sustainable planet.

Precluded: FSTY 455-3; NREM 655-3; ENSC 435-3

ENSC 650-3 Environmental and Geophysical Data Analysis The focus of this course is on the principles and practicality of the most common environmental and geophysical data analysis methods, including time series analysis and multivariate statistical analysis as well as their application in the environmental and natural sciences. This course consists of lectures and labs, where students apply theories and methods learned in lectures to solve practical problems using computers and software for statistical data analysis.

Precluded: ENSC 450-3

ENSC 651-3 Groundwater Hydrology This course introduces fundamental principles of groundwater flow and their applications to solve problems related to groundwater resources evaluation, development, and management. Topics include the role of groundwater in geological processes, the occurrence and movement of groundwater, steady-state and transient well hydraulics, aquifer testing techniques, unsaturated flow theory, and groundwater modelling techniques. Supporting computer software may be used.

Precluded: ENSC 451-3

ENSC 652-3 Reclamation and Remediation of Disturbed Environments This course takes an integrative, scientific approach to the remediation and reclamation of drastically disturbed environments. Industrial activity and chemical spills can result in the contamination of soil, surface water, and groundwater. In addition, some industrial activities such as mining can cause large scale disturbances to the landscape, potentially impacting both terrestrial and aquatic systems. The focus is on the remediation and reclamation of terrestrial systems, but aquatic systems will be included.

Precluded: ENSC 452-3

ENSC 653-3 Environmental Resources Management and Decision Making This course introduces various decision-making models and methods to aid in environmental resources management. Topics include environmental economics, benefit-cost analysis, planning evaluation and review technique (PERT), linear programming, multi-objective programming, integer programming, stochastic programming, dynamic programming, and nonlinear programming. A number of environmental systems serve as management examples, such as water resources, water quality, air quality, groundwater, solid waste, and forest ecosystem. Supporting computer software may be used.

Precluded: ENSC 453-3

ENSC 654-3 Snow and Ice This course focuses on the physical processes involving snow and ice that greatly influence the hydrometeorology of Northern BC and the remainder of Canada. The goals of this course include gaining a better understanding of snowpack, permafrost, lake ice, and glacier formation and ablation processes, learning about the characteristics of snow and ice and how they will evolve with climate change, and conducting an extensive snow survey in the field as the basis of a research project and in-class presentation.

Prerequisites: Permission of the Instructor

ENSC 660-3 Soil Chemical Processes and the Environment Reactions at the interface of the atmosphere, biosphere, hydrosphere and lithosphere play key roles in regulating environmental quality on Earth. This course focuses on the key chemical processes in soils, in the Earth's "Critical Zone." The fundamental concepts of chemistry and mineralogy are applied to help students understand the soil system and its relevance to processes in natural ecosystems and environments impacted by human activity.

Precluded: FSTY 455-3; NREM 655-3; ENSC 660-3

See NRES course listing for additional 700-level Environmental Science courses.

Environmental Studies

ENVS 602-3 Environmental and Natural Resources Issues and Ethics Analysis of environmental and natural resource issues from an ethical perspective; viewpoints and value systems that determine management decisions.

Precluded: ENVS 414-3, NREM 411-3

See NRES course listing for additional 700-level Environmental Studies courses.

First Nations Studies

FNST 600-3 Foundations of First Nations Studies Theory and Practice: A seminar in which major contributions to the field are reviewed and the methods, approaches and conclusions of the works are explicated and located within contemporary theory.

FNST 601-3 Research Methods A graduate seminar on quantitative methods of research in First Nations Studies, including community-based research methodology.

FNST 602-3 The Practice of Research A seminar in which students will design and pilot projects to implement methods and approaches for research in First Nations Studies, and will present papers discussing the implications of various approaches for the discipline. An advanced graduate research methods course from another program may be substituted with special permission.

FNST 603-3 Northern Nations I A Seminar on the languages and cultures of the First Nations of northern British Columbia.

Prerequisites: must have completed FNST 133-3 and 134-3 or equivalent to enroll

FNST 604-3 Northern Nations II An advanced seminar on the languages and cultures of the First Nations of northern British Columbia for students who have completed FNST 603-3.

FNST 605-3 The State of the Discipline A seminar in which students will present papers concerning current theoretical and methodological issues in the discipline.

FNST 606-3 Indigenous Issues in International Perspective A seminar in which issues such as land right, relations to nation-states and cultural autonomy are examined by graduate student papers presenting cases from a variety of indigenous groups.

FNST 607-3 Indigenous Perspectives on Race, Class, Gender and Power A seminar in which examples from specific groups will be read against contemporary theory.

FNST 613-3 Themes in Aboriginal Women's Studies This course explores topics relating to aboriginal women in both Canadian and international contexts. Topics may vary from year to year.

Precluded: GNDR 613-3

FNST 621-3 First Nations Songs and Poetry A study of songs and poetry in a First Nation's language.

Prerequisites: FNST level 4 (or equivalent) in the appropriate First Nations language

FNST 622-3 First Nations Speeches and Stories A study of speeches and stories in a First Nation's language. Analysis of the various linguistic variations which accompany different kinds of speeches and stories.

Prerequisites: FNST level 4 (or equivalent) in the appropriate First Nations language

FNST 623-3 A Study of a First Nation's Language Family and Its Linguistic Relatives This course includes: a survey and comparison of the languages in a particular language family; the evidence for the genetic affiliation of the languages; the correspondences among the languages and reconstruction of the proto-language; the evidence for subgrouping; discussion of possible remoter relations of the family; interaction with neighbouring languages; implications for prehistory.

Prerequisites: FNST level 4 (or equivalent) in the appropriate First Nations language

FNST 624-3 The Literature of a First Nation A study of a First Nation's literature in a First Nation's language.

Prerequisites: FNST level 4 (or equivalent) in the appropriate First Nations language

FNST 650-3 Special Topics

FNST 651-3 Traditional Use Studies An advanced seminar on traditional use studies, their use, application, and development. The seminar will examine the origins and development of this field, review case studies and recent applications, and contemporary policies.

Prerequisites: Permission of the instructor

Precluded: ANTH 451-3, ANTH 651-3, FNST 451-3

FNST 751-3 Directed Readings

FNST 790-3 Internship

FNST 791-3 Internship

Course Descriptions: First Nation Studies, Gender Studies, Geography

FNST 795-3 Research Seminar This course focuses on supporting students' ongoing work on their thesis. In particular, the course will identify and explain the various tasks that are typically involved in the development of a thesis; for example, design, implementation, analysis, interpretation and writing. Co-operative problem solving will be employed to assist students to develop their thesis plans.

Prerequisites: FNST 600 and FNST 602

Precluded: EDUC 795-3 and HHSC 795-3

FNST 797-12 MA Project The MA Project is a praxis-oriented community-based research option and will be considered an alternative to the Thesis for completion of the Master's Degree in First Nations Studies. A Project committee made up of the advisor from the First Nations program, one other faculty, and one First Nations community member guides the MA Project student. Students taking the Project path are required to produce a scholarly product to be presented in a scholarly form.

Prerequisites: Students must have completed the required courses for the MA in First Nations Studies (FNST 600-3; FNST 602-3, FNST 790-3; one elective course in the student's chosen stream; one elective from graduate offerings at UNBC; and one elective from either the First Nations Issues and Approaches stream or from the Northern Nations stream)

FNST 799-15 Thesis

Gender Studies

The following courses are offered as seminar courses. They may also be offered as reading courses, or as independent study courses.

GNDR 601-3 Cultural Studies: Gender, "Race," and Representation This course explores the visual expression of women artists, photographers, fashion designers and film makers while also examining feminist critical responses to these visual forms of expression.

GNDR 604-3 Advanced Feminist Ethics This course will provide an analysis and critique of both the historical and contemporary literature of feminist ethics. Feminist ethics will be discussed in terms of the similarity or diversity of feminist theories of moral decision making to traditional deontological and consequentialist approaches.

GNDR 609-3 Advanced Feminist Methods The goal of this course is twofold: first to cover current debates in feminist methodology and second to develop appropriate research strategies for an independent research project.

GNDR 610-3 Feminist Political Philosophy This course provides an analysis and critique of both the historical and contemporary literature on feminist political philosophy. The course traces feminist political philosophy from its enlightenment roots to its contemporary post-modernist critique on enlightenment notions of rationality.

GNDR 611-3 Contemporary Feminist Theories This course covers the recent history of feminist theories beginning with Simone de Beauvoir's *The Second Sex*.

Precluded: WMST 411-3

GNDR 613-3 Themes in Aboriginal Women's Studies This course explores topics relating to aboriginal women's studies in both Canadian and international contexts. Topics may vary from year to year.

Precluded: FNST 613-3

GNDR 698-(3-6) Special Topics This course provides detailed examination of a topic selected by the instructor. Topics may vary from year to year. This course may be repeated for credit where topics vary. This course may be repeated for a maximum of six credits.

GNDR 700-9 Gender Studies Thesis

GNDR 701-3 Gender Studies Major Research Paper

GNDR 703-3 Gender and Post-Colonialism This course examines key post-colonial feminist theorists while also considering post-colonial theorists from a critical feminist perspective.

GNDR 706-3 Feminism and Contemporary Critical Theory This course examines new directions in feminist theories focusing on US, Canadian, British, Third World/postcolonial feminist theories of the 1980s and 1990s. We will discuss the intersections among gender, class, race, sexuality, imperialism and ecology from a multidisciplinary perspective including law, society, politics, literature, culture, science and anthropology. We will also look at critical articulations between feminisms and theories such as Marxism, postcolonialism, psychoanalysis and post-modernism.

GNDR 799-(1-6) Independent Study

Geography

GEOG 601-3 Resource Geography This course examines global resources and their role in questions of conservation and economic development. Emphasis is placed on global and international resource issues and the role of public policy.

Prerequisites: Permission of the instructor

Precluded: GEOG 401-3

GEOG 602-3 Geography of the Circumpolar North This course examines evolving spatial patterns of human occupancy of the North; social, economic and political dimensions of development in the Circumpolar North in light of physical environments; impacts of internal colonialism; and geographical perspectives on Northern self-determination movements.

Prerequisites: Permission of the instructor

Precluded: GEOG 402-3

Course Descriptions: Geography

GEOG 603-3 Aboriginal Geography This course analyzes aboriginal land tenure systems, processes of land alienation, and First Nations methods used for regaining control over land, including “land claims.” Case studies are drawn from First Nations in Canada and the Circumpolar North.

Prerequisites: Permission of the instructor

Precluded: GEOG 403-3

GEOG 605-3 Fluvial Geomorphology This course investigates river channel morphometry and landforms developed by running water and focuses on the physical processes and techniques of measurement. Weekend field trips are required.

Prerequisites: Permission of the instructor

Precluded: GEOG 405-3

GEOG 611-3 Quaternary and Surficial Geology This course examines geomorphic processes and environmental change in BC during the last two million years of Earth’s history.

Prerequisites: Permission of the instructor

Precluded: GEOG 411-3

GEOG 613-3 Advanced GIS This course covers the use of remote sensing and satellite imagery in GIS: including scene correction, enhancement and time comparison. This course will deal with advanced GIS and mapping techniques, concentrating on northern BC.

Prerequisites: GEOG 300-3 or permission of the instructor

Precluded: GEOG 413-3

GEOG 614-3 Weathering Processes A detailed look at weathering processes and their applied aspects.

Prerequisites: Permission of the instructor

Precluded: GEOG 414-3

GEOG 620-3 Geographies of Environmental Justice This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. We consider connections between space, places, identity, and justice in contaminated environments. We explore scholarship and activism, and learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.

Prerequisites: Permission of the instructor

Precluded: GEOG 420-3

GEOG 624-3 Social Geography of Northern Communities This advanced seminar course examines the social geography of communities within the specific context of the North. It emphasizes case study research drawing upon examples from northern British Columbia.

Prerequisites: Permission of the instructor

Precluded: GEOG 424-3

GEOG 626-3 Geographies of Culture, Rights and Power This seminar examines geographical approaches to culture, rights, and power as they related to issues of political violence experienced by indigenous peoples, labour organizations, and social movements. Primary geographical focus is on the Mesoamerican region, particularly Guatemala, El Salvador, and Chiapas, Mexico. Implications for Canada and the United States are explored through refugee movements, foreign policy, and grassroots solidarity organizing.

Precluded: GEOG 498-3 Culture, Rights and Power, GEOG 426-3 Geographies of Culture, Rights and Power and NRES 798-3 Culture, Rights and Power

GEOG 628-3 Advanced Medical Geography This advanced course provides for a more intricate understanding of the spatial aspects of health and health care delivery. Students apply population health research techniques and tools such as GIS to the circumstances of people in their lived environments. An emphasis is placed on rural and remote places in northern BC.

Prerequisites: GIS skills

Precluded: GEOG 428-3

GEOG 632-3 Remote Sensing This course considers digital processing of satellite imagery and integration with raster and vector GIS technology in natural resources and remote sensing of the environment. Topics include sensor platforms and data collection, pre-processing, enhancement, classification, change detection, multi-data integration and vectorization.

Prerequisites: GEOG 300-3 or permission of instructor

Precluded: GEOG 432-3

GEOG 657-3 Advanced Remote Sensing This project-oriented course focuses on advanced classification procedures incorporating digital elevation data, fuzzy and object-oriented classification, and new millennium data sources including ASTER, RADAR, MODIS, LiDAR and high-resolution scenes. Repeat imagery is used to assess local and global changes in land cover, oceanic, atmospheric and/or cryospheric environments.

Prerequisites: GEOG 632-3 or instructor's permission

Precluded: GEOG 457-3 Advanced Remote Sensing

See NRES course listing for additional 700-level Geography courses.

Health and Human Science

HHSC 600-3 Critical Social and Health Issues in Northern Communities This course will expose students to critical issues in the analysis of social and health problems in Northern Communities. The emphasis will be on interdisciplinary research and analysis in a northern context. Topics will be organized around specific problems to be found in the community, and ways of analyzing them from social and health perspectives.

HHSC 601-3 Principles of Epidemiology Epidemiological principles applicable to infectious and non-infectious diseases: occurrence and distribution; factors underlying distribution of disease; host-agent environment complex; principles underlying etiology and causation.

HHSC 602-3 Organization and Financing of Canadian Health Care The historical development and current structure and financing of the Canadian health care system are related to changes that have occurred in the political, social, and technological environment.

Precluded: POLS 603-3 and POLS 403-3

HHSC 603-3 Community Research Methods A survey of design, strategies, methods, and applied socio-medical disciplines as related to health and health care. Emphasis is based on the application of quantitative and qualitative techniques and in the measurement and health-related attitudes and behaviours and program outcomes.

HHSC 604-3 The Health of First Nations People This course provides a detailed review of the health status and its determinants of the First Nations peoples. Emphasis is placed not only on biological determinants but also on those factors that are derived from the status of the First Nations in the larger population including evolving lifestyles, dominant government and social policies, and environmental influences.

Precluded: NURS 604-3

HHSC 605-3 Health in Developing Countries The patterns of mortality and morbidity in developing countries will be described with a particular focus on those conditions such as malaria that are endemic and influence not only the health but also the social and economic development of the countries. Special emphasis will be placed on Pacific Rim countries.

HHSC 606-3 Health Promotion This course examines health promotion theories, principles, and underlying philosophies. Students identify and critique health promotion issues and will also gain experience in developing strategies to promote health and well-being at individual, group and community levels.

HHSC 607-3 Cultural Perspectives on Health and Illness The cultural influences on the definition, experience, and expression of illness are examined. Attention will be given to ways in which culturally responsive health care can be provided. May be taken as ANTH 498-3 with the permission of the instructor.

HHSC 609-3 Critical Appraisal of Health Literature This course increases the students' skill in the evaluation of health sciences literature. Issues related to conducting research in a variety of health and human service sites are discussed. The course gives students an opportunity to appraise critically various types of research articles. Areas that are explored include; surveying the literature, assessing the quality of research studies, evaluation of health services, and economic analyses.

HHSC 630-3 Advanced Toxicology and Environmental Health This course provides advanced knowledge of environmental toxicology. Each student conducts a mock risk assessment on a selected environmental health issue.

Prerequisites: Permission of the instructor

Precluded: HHSC 430-3

HHSC 640-(3-6) Special Topics in Health Sciences The topics for this course will vary, depending on student interest and faculty availability. This course may be repeated for up to 6 credits total (with permission of the instructor and program chair).

Prerequisites: Permission of the instructor and Program Chair

HHSC 680-(3-6) Directed Studies

HHSC 700-3 Advanced Techniques in Epidemiology This course builds on the principles learned in HHSC 601-3 and focuses on new and advanced techniques in epidemiology. Topics include: risk adjustment, survival analysis, uses of administrative health data, health geography, and advanced training in study design.

HHSC 702-3 Seminar in Qualitative Data Collection In this seminar, experienced qualitative researchers will share their experiences in undertaking qualitative research, and will assist students to learn how to collect data for their thesis. It is expected that the range of data collection techniques will include, but not be limited to: individual interviews, group interviews, document analysis, participant observation and video analysis. Students will gain practice in one of the techniques. Particular attention will be paid to collecting meaningful data in cross cultural situations. Included will be discussion of issues in data transcription and data management.

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences This course explores various approaches to qualitative research in the health and human sciences. These approaches are discussed in light of the epistemological and ontological commitments, their methods and their demands upon the researcher. Included is an examination of inherent issues of ethics and rigour. The approaches examined normally include: phenomenology, interpretive phenomenology, participatory action research, feminist research, grounded theory and institutional ethnography.

Precluded: NURS 609-3

Course Descriptions: History, Interdiscip. Studies, International Exchange

HHSC 795-3 Research Seminar This course is focused on supporting students' ongoing work with respect to their theses. In particular, the course identifies and explains the various tasks that are typically involved in the development of a thesis, including, for example, design, implementation, analysis, interpretation, and writing. Co-operative problem solving is employed to assist students in developing their thesis plans.

Prerequisites: EDUC 602-4 or HHSC 601-3 and HHSC 603-3
Precluded: EDUC 795-3

HHSC 799-9 Thesis

History

HIST 700-3 Seminar in Historical Methodology and Research Historical method and research techniques will be examined and students will prepare a particular research project.

HIST 701-3 Themes in the History of Gender Aspects of the history of gender drawing on the literature on women and men in various parts of the world.

HIST 702-3 Themes in Native History The history of native people and their relations with non-natives drawing on the literature on a number of countries.

HIST 704-3 Themes in Environmental History Aspects of environmental history drawing on the literature from a number of countries.

HIST 705-3 Themes in the History of International Relations Aspects of the history of the relations between nations drawing on the literature from a number of countries.

HIST 706-3 Themes in Intellectual History This course explores aspects of the history of ideas and may draw on literature from a number of different communities and time periods.

HIST 707-3 Themes in Cultural History This course explores themes in the history of culture and draws upon relevant literature from various countries or eras.

Prerequisites: Graduate enrolment

HIST 708-3 Themes in Social History This course explores themes in social history and draws upon relevant literature from various countries or eras.

Prerequisites: Graduate enrolment

HIST 749-12 Graduate Project The project will be an equivalent alternative to a thesis. Candidates will defend the project before a committee of academic and community examiners. The criteria for examination stipulate that the project must be substantial (the equivalent in terms of research and preparation of a 100 page thesis), must have practical application, must include actual implementation or an implementation plan.

Prerequisites: Students must have completed the four graduate courses required for a Master's degree in history, including HIST 700-3
Precluded: HIST 750-12

HIST 750-12 MA Thesis

HIST 799-3 Independent Study The details of this course will be determined on a case-by-case basis between faculty and graduate students.

Interdisciplinary Studies

IDIS 791-3-6 Special Topics The course provides an opportunity for students to study at an advanced level a topic relevant to their interdisciplinary program.

IDIS 798-12 MSc Thesis

IDIS 799-12 MA Thesis

International Exchange

INTX 688 (1-18) International Exchange Program Graduate students register in this course when they have been accepted to participate in a formal international exchange program at one of UNBC's partner institutions.

Prerequisites: Completion of at least six credit hours of graduate level coursework at UNBC and approval of the graduate supervisor. A student may register in this course more than once for a maximum of 12 credit hours.

International Studies

INTS 640-3 Environment and Development in the Circumpolar North Examination of conservation and development issues and experiences in the northern circumpolar countries.

INTS 644-3 Russian Foreign Policy An analysis of the sources of Russian foreign policy and the patterns of external relations, from the Tsarist period to the present.

Precluded: INTS 444-3

INTS 650-3 Pacific Affairs A detailed study of contemporary issues in the relations between Asia-Pacific nations, including an assessment of regional and subregional institutions.

INTS 660-3 Issues in Canadian Foreign Policy A detailed examination of selected problems in Canada's foreign relations.

INTS 663-3 Canadian-American Relations A review of the evolution of relations between Canada and the United States.

INTS 664-3 Canada and the Americas An examination of issues and problems in Canada's relationship with the countries of North, Central and South America.

INTS 670-3 International Environmental Policy This seminar considers international actions dealing with such environmental problems as climate change, ozone depletion, hazardous waste, POP's, war and the environment, fresh water quality, deforestation, biodiversity and endangered species. Discussion focuses on the ways and the extent to which these problems can be met by international agreements and governance arrangements, or on what International Studies calls environmental "regimes". Two basic questions will be addressed: What factors facilitate the formation of international environmental regimes; and, can these regimes be effective while overcoming the "tragedy of the commons"?

Precluded: INTS 470-3

INTS 680-3 Pacific Environment This is a seminar on international environmental problems of the Pacific region and efforts to solve them, with particular attention to the theory and practice of international environmental cooperation as applied to the Pacific region.

Precluded: INTS 480-3

INTS 698-(3-6) Special Topics in International Studies This course offers a detailed examination and analysis of a contemporary issue in international studies, including the exploration of future policy options.

INTS 699-(3-6) Independent Study This course enables students to read in depth in an area of international studies not normally covered by existing courses in the program. Permission of the graduate advisor and consent of the faculty supervisor is required.

INTS 700-3 Research Methods A graduate seminar on quantitative and qualitative methods of social science research.

INTS 701-3 State of the Discipline A graduate seminar in which students prepare and present a series of papers concerning theoretical, methodological and instructional issues in International Studies.

INTS 798-9 MA Project Professionally oriented paper or project for students choosing the non-thesis option. Proposals for projects and the projects themselves are evaluated by the supervisory committee. An oral defence is required.

INTS 799-12 MA Thesis

Mathematics

MATH 602-3 Topological and Normed Linear Spaces This course focuses on the properties of topological spaces and normed linear spaces, especially Banach spaces. Topics include inner product spaces, topological spaces, compact and locally compact spaces, Banach spaces, linear functionals and dual spaces, topological vector spaces, and Hilbert space.

Prerequisites: MATH 302-3

Precluded: MATH 400-3, MATH 402-3, MATH 600-3

MATH 603-3 Measure Theory and Integration This course focuses on the development and properties of Lebesgue measure and the Lebesgue integral, with generalization to integration in abstract measurable spaces. Topics include outer measure, measurable sets and Lebesgue measure, measurable functions, differentiation of integrals, and the extension of these concepts to more general settings.

Prerequisites: MATH 302-3 or permission of the instructor

Precluded: MATH 401-3, MATH 403-3, MATH 601-3

MATH 620-3 Structure of Groups and Rings Advanced course in group theory and ring theory. Homomorphism theorems for groups, rings and R-modules, Sylow theorems, short exact sequences, chain conditions.

Prerequisites: MATH 320-3

Precluded: MATH 420-3

MATH 621-3 Field Theory Topics discussed will include: fields, field extensions, splitting fields, automorphism group, Galois Theory.

Prerequisites: MATH 320-3

Precluded: MATH 421-3

Course Descriptions: Math, Mathematical, Computer & Physical Sciences

MATH 650-3 Combinatorics This course is an introduction to Combinatorics. Topics include: counting principles, principle of inclusion and exclusion, generating functions, graph theory and applications, combinatorial structures, combinatorial optimization and applications.

Prerequisites: Permission of the instructor

Precluded: MATH 450-3

MATH 655-3 Graphs and Algorithms Topics are chosen from basic graph concepts, flows and connectivity, trees, matchings and factors, graph colouring, scheduling, planar graphs, and algorithms.

Prerequisites: MATH 224-3 or CPSC 141-3

Precluded: MATH 455-3

MATH 699-3 Special Topics in Mathematics The topics for this course will vary, depending on student interest and faculty availability.

Prerequisites: Permission of the instructor

MATH 700-3 Topics in Functional Analysis Topics may include operators on Hilbert spaces, Banach space theory, operator analysis.

Prerequisites: Permission of the instructor

MATH 702-3 Functional Analysis II Topological linear spaces, continuous linear transformations, topologies on the conjugate space, the Banach-Alaoglu theorem, metrizable, quotient spaces, reflexivity, the open mapping, closed graph, and uniform boundedness theorems, classical convergence theorems of integration theory, measures and measurability, Banach algebras.

Prerequisites: Permission of the instructor

MATH 704-1.5 Graduate Seminar in Mathematics The course is comprised of weekly seminar sessions. Students will investigate and present ideas and results pertaining to current research in mathematics. The offerings may include presentations of current literature, research methodology, and topics related to students' own research or project work. Students will participate in discussions and critique the work presented.

MSc students are required to attend and participate in all seminar sessions to obtain credit for the course. This is a PASS/FAIL course. (All MSc students must register in a seminar course twice during their program of studies. It is expected that all MSc students will attend the seminar each semester available.)

Prerequisites: Permission of the instructor

MATH 705-3 Complex Analysis Analytic functions, Cauchy-Riemann equations, power series, Liouville theorem, maximum modulus principle, Cauchy's theorem, winding number, calculus of residues, meromorphic functions, conformal mappings, Riemann mapping theorem, analytic continuation.

Prerequisites: Permission of the instructor

MATH 720-3 Topics in Algebra and Logic Topics may include Universal Algebra, Recursion Theory, Model Theory.

Prerequisites: Permission of the instructor

MATH 725-3 Topics in Topology Topics are chosen from topological spaces, Tychonoff theorem, Tietze extension theorems, Urysohn lemma, compactification, homotopy theory, fundamental group, uniform spaces, and knot theory.

Prerequisites: MATH 226-3 and MATH 302-3 and either MATH 321-3 or MATH 405-3, or permission of the instructor

MATH 730-3 Topics in Numerical Analysis and Approximation Topics may include introduction to Approximation theory, Chebyshev systems and orthogonal polynomials.

Prerequisites: Permission of the instructor

MATH 731-3 Topics in Applied Mathematics Topics may include Operations Research, Discrete modelling, Biomathematics.

Prerequisites: Permission of the instructor

Mathematical, Computer and Physical Sciences

MCPS 704-1.5 Graduate Seminar This course comprises weekly seminar sessions and is offered during both the September and January semesters. At least one of the course offerings each year provides students with an opportunity to present ideas pertaining to their research proposals, or the overall research design, methodology and results of a thesis or non-thesis project. The second offering each year may follow a similar traditional seminar format or may involve a class project related to MCPS. Students are required to attend and participate in all seminars to get credit for the course. (All MSc students must register in a seminar course twice during their program of studies. It is expected that all MSc students will attend the seminar each semester in which it is available.) This is a PASS/FAIL course.

MCPS 705-3 Research Design and Methods This course exposes Master's students to a wide variety of research designs and methodology. Topics include the history of science, nature of research, hypothesis formulation, experimental design, sampling, and analytical approaches to experimental and theoretical studies.

MCPS 790-12 MSc Thesis Credit for the MSc thesis results from the student making a contribution to a scientific field. It requires that a student undertake original research involving a literature review and the development of a research design and methodology appropriate to the research problem. The implementation of the research methodology normally includes original investigation and data collection, the analyses and discussion of which constitutes the major part of the completed research thesis. The thesis may involve, but is not confined to, the testing of a specific hypothesis or hypotheses.

Course Descriptions: MCPS, Natural Resources and Environmental Studies

MCPS 791-6 MSc Project Credit for the MSc Project is given for the completion of an extended position paper, report, plan or program that makes a contribution to, or addresses a major problem issue in, a scientific field. The development of the project requires the application of original thought to the problem or issue under investigation. The non-thesis project does not require the development of a research design or research methodology, and need not involve the collection of original data.

MCPS 798-(1-3) Special Topics This course fulfills requirements for specialized instruction in the Mathematical, Computer and Physical Sciences Graduate Program. Topics chosen are dependent upon student interest and instructor availability. Topic headings and credit hours vary from year to year and from section to section. This course may be repeated for a maximum of three credit hours.

Prerequisites: Permission of the Chair of the Mathematical, Computer and Physical Sciences Graduate Program Committee

MCPS 799-(1-6) Independent Study This course provides a concentration on a particular topic or topics agreed upon by the student and a member of the faculty in the Mathematical, Computer and Physical Sciences Graduate Program. This course may be repeated to a maximum of 6 credit hours.

Prerequisites: Permission of the Chair of the Mathematical, Computer, and Physical Sciences Graduate Program Committee

Natural Resources and Environmental Studies

The content of NRES 700-level courses supports the range of streams within the NRES degrees including Biology, Environmental Science, Environmental Studies, Forestry, Geography, and Outdoor Recreation and Tourism Management.

NRES 703-3 Integrated Resource Management A critical examination of the concepts, policies, and methods for integrating multiple uses and resource values into management of forest and range land ecosystems.

NRES 704-1.5 Graduate Seminar This course is comprised of weekly seminar sessions and will be offered during both the September and January semester. At least one of the course offerings each year will provide students with an opportunity to present ideas pertaining to their research proposals, or the overall research design, methodology and results of a thesis or non-thesis project. The second offering each year may follow a similar traditional seminar format, or may involve a class project related to NRES. Students are required to attend and participate in all seminars to get credit for the course. (All MSc students must register in a seminar course twice during their program of studies. It is expected that all MSc students will attend the seminar each semester available.) This is a pass/fail course.

NRES 705-3 Research Design and Methods This course is designed to expose all Master's students to common research methodologies and analytical techniques. Topics will include: the nature of research, hypothesis formulation, experimental design, sampling, case study and focus group methodology, and analytical approaches to experimental, quasi-experimental, survey and observational studies.

Prerequisite: an approved undergraduate data analysis course or permission of instructor

NRES 710-3 Modelling and Simulation This course enables students to use models to represent and analyze quantitative aspects of natural systems (static, dynamic, and spatial). The course involves use of analytical, physical, and/or numerical models such as computational fluid dynamics models to simulate natural systems. Visualization, validation, verification, and sensitivity analysis of models are discussed.

NRES 712-3 Spatial and Temporal Analyses This course exposes students to analyses associated with the spatial and temporal dynamics of ecological systems. Emphasis is on recognizing and understanding inherent challenges of these approaches rather than statistical theory. Topics may include: identification of temporal and spatial patterns, issues of inference and statistical tests associated with spatial and temporal analyses, and applications of remote sensing and GIS to environmental monitoring and natural resources management.

Prerequisites: Permission of the instructor

NRES 720-3 Global Change This integrative course deals with physical, chemical, biological, and social dimensions of human influence on global conditions such as greenhouse gases, desertification, ozone depletion and eutrophication. Global element cycles are used to provide integration. Impacts of global change on people, communities and economies, and adaptation to or mitigation of global change are discussed.

Prerequisites: Earth System Science (400 level) or equivalent course, or permission of instructor

NRES 730-3 Disturbance Ecology This course covers the effects of biotic and abiotic disturbance agents on ecological processes in terrestrial and aquatic systems. Topics covered may include the role of disturbance frequency, scale and pattern in vegetation and animal succession, animal and plant adaptation and dependence on disturbance, and effects of anthropogenic disturbances or management of disturbance events on ecosystem function. The course may include a field study of a selected system, e.g., sub-boreal forest or prairie landscape.

Prerequisites: Permission of the instructor

Course Descriptions: Natural Resources and Environmental Studies

NRES 731-3 Soil Ecology This course takes an ecological approach to the role of soil organisms in energy flow and biogeochemical cycling, and the contributions of soil organisms and associated processes to ecosystem productivity, sustainability and environmental quality. The habitat, interactions, adaptation and function of organisms in the forest floor, mineral horizons, and at the root-soil interface are studied. Students conduct a research project that employs modern methods to investigate the role of soil organisms in an area pertinent to the course.

Prerequisites: Permission of the instructor

NRES 732-3 Forest Systems and Management This course covers the important processes and features of forest systems, with special emphasis on sub-boreal, boreal, and riparian systems. Processes such as tree and forest gas and nutrient exchange, tree growth and acquisition of resources, and the effects and interactions of management practices, pathogens, arthropods, vertebrates, and climate change on forest systems are examined. The course requires each student to complete a 'forest systems' laboratory or field research project with a UNBC faculty member.

Prerequisites: Background in forest ecology and silviculture

NRES 733-3 Plant-Animal Interactions This course examines the contribution of plant and animal interactions to ecosystem variability and stability. Examples include a range of taxa from invertebrates through large mammals, living in systems that have co-evolved versus those that have not. Topics may include plant defenses to herbivory, use of stable isotopes to define food webs, and the applicability of using predator-prey models to describe plant-animal interactions.

Prerequisites: Strong background in general ecology

NRES 735-3 Biological Adaptations This course explores, for a variety of taxa, the mechanisms that plants and animals use to successfully live, grow, and reproduce. Themes covered in this course include the importance of homeostasis, factors limiting exploitation of different environments, and adaptations that affect evolution of organisms (including adaptations to extremes in temperature and pressure). Behavioural, ecological, physiological, biochemical, and genetic examples are discussed.

Prerequisites: Permission of the instructor

NRES 737-3 Evolutionary Processes This course is an examination of evolutionary process, including discussions on micro and macro-evolutionary change. Emphasis is placed on current evolutionary theories and a critical examination of data analysis. Topics vary with the instructor, but normally include molecular evolution, concepts and mechanism of speciation, biogeography and behavioural evolution.

Prerequisites: Permission of the instructor

NRES 751-3 Processes in Geomorphology This course considers the interdisciplinary aspects of selected processes in geomorphology. Topics may include implications of the impact and/or interaction of vegetation, organisms and humans on attributes of slope processes, fluvial processes, animals in the landscapes, cold regions processes and environmental sedimentology. Specific topics depend on available faculty and student interests.

Prerequisites: Permission of the instructor

NRES 770-3 Rural and Small Town Geography This course integrates social science research on rural and small town change within the context of northern communities. Issues may include work, housing, gender, ethnicity, social services provision, community conflict, and quality of life. The course emphasizes case study research within theoretical frameworks, and draws especially upon examples from northern British Columbia.

Prerequisites: Permission of the instructor

Precluded: GEOG 624-3

NRES 771-3 Law and the Geographies of Justice This course explores the relations between power, justice, law, and the construction of place. Students gain an understanding of geographic approaches to rights issues in a variety of contexts (dependant upon instructor and student interests). Key concepts of legal geography, cultural geography, indigenous rights, globalization, culture, social justice, international law, and customary law are examined.

Prerequisites: Permission of the instructor

NRES 772-3 Geographical Perspectives on Restructuring

This course focuses on instances of industrial and social change in northern British Columbia in the context of political and economic developments at the provincial, national, and international levels. Specific topics vary from year to year depending on instructor and student interests, but include such interests as social, economic and political restructuring together with their impacts on topics such as regional resource-based economies, emerging modes of economic and welfare governance, and reform processes in health care delivery and social policy. Conceptual approaches considered include regulation theory, world systems theory, and post-structural perspectives on contemporary change.

Prerequisites: Permission of the instructor

NRES 773-3 Advanced Qualitative Research Methodology

This seminar course explores methodological approaches to, and theoretical frameworks of, qualitative research. Emphasis is given to exploring key concepts of validity, rigour, reliability, subjectivity/objectivity, and ethics of concern to qualitative researchers. The course surveys various frameworks including indigenous, feminist, and critical methodologies, among others, to understand their assumptions and approaches to fieldwork including interviewing, survey work, field notes, writing results, and reciprocity. This course explores how to translate abstract concepts such as place, space, scale, region, and mobility into viable field methods.

Course Descriptions: Natural Resources and Environmental Studies

NRES 774-3 Dimensions of Outdoor Recreation and Nature-Based This course integrates ecological and social science approaches to the study of outdoor recreation, nature-based tourism and protected areas. The course emphasizes the latest quantitative and qualitative theoretical research and its applicability to recreation and tourism and draws upon examples from British Columbia, Canada and the world.

Prerequisites: Permission of the Instructor

NRES 790-12 Master of Science (NRES) Thesis The MSc thesis results in a scientific contribution to a traditional science field or to an applied understanding of resources and the environment. It requires that a student undertake original research involving a literature review and the development of a research design and methodology appropriate to the research problem. The implementation of the research methodology will normally include original investigation and data collection, the analyses and discussion of which will constitute the major part of the completed research thesis. The thesis may involve, but is not confined to, the testing of a specific hypothesis or hypotheses. Required for graduation in the Master of Science (Natural Resources and Environmental Studies stream).

NRES 792-12 Master of Natural Resources and Environmental Studies Thesis The MNRES thesis addresses an integrated research problem. It requires that a student undertake original research involving a literature review and the development of a research design and methodology appropriate to the research problem. Implementation of the research methodology will normally include original investigation and data collection, the analyses and discussion of which will constitute the major part of the completed research thesis. The thesis may involve, but is not confined to, the testing of a specific hypothesis or hypotheses. Required for graduation in the Master of Natural Resources and Environmental Studies Thesis option.

NRES 793-6 Master of Natural Resources and Environmental Studies Non-Thesis Project The MNRES non-thesis project is an extended position paper, report, plan or program that addresses a major problem or issue relevant to the field of natural resources and environmental studies. The development of the project requires the application of original thought to the problem or issue under investigation, and the framing of that problem within the broader context of natural resources and the environment. The non-thesis project does not require the development of a research design or research methodology, and need not involve the collection of original data. Required for graduation in the Master of Natural Resources and Environmental Studies Non-Thesis option.

NRES 794-12 Master of Arts (NRES) Thesis The MA thesis contributes to the understanding of social, political, economic, and/or cultural dimensions of natural resources and the environment. It requires that a student undertake original research involving a literature review and the development of a research design and methodology appropriate to the research problem. The implementation of the research methodology will normally include original investigation and data collection, the analyses and discussion of which will constitute the major part of the completed research thesis. The thesis may involve, but is not confined to, the testing of a specific hypothesis or hypotheses. Required for graduation in the Master of Arts (Natural Resources and Environmental Studies).

NRES 798-(1-3) Special Topics This course is intended to fulfill requirements for specialized instruction in any of the disciplines represented in the Faculty of Natural Resources and Environmental Studies. Topics will be chosen depending upon student interest and instructor availability, and topic headings will vary from year to year and from section to section.

NRES 799-(1-6) Independent Study

NRES 801-3 Integrated Environmental Systems I This course is an interdisciplinary examination of the biological, chemical, and physical processes of ecosystems. Key sciences to be considered include biology, ecology, physics, chemistry, earth sciences, selected social sciences, and recent developments in systems theory, as well as interactions among the sciences. This course will involve a critical examination of the nature and distribution of components within ecosystems, the processes that govern them, and their relevance to environmental systems. Major issues in natural resource management and environmental studies, such as global climate change, will provide the discussion framework for this class.

Prerequisites: Admission into the PhD NRES program

NRES 802-3 Integrated Environmental Systems II This course exposes the student to the major extant theoretical explanations of human use, valuation, appreciation, and perceptions of the natural environment. Included will be overviews of the role of science in society, market and non-market valuation processes with respect to natural resources, attitude formation, aesthetics and perceptual bases, planning and policy implications, and the driving forces in human uses of natural resources. An important component will be an exploration of the major natural resource issues involving environmental ethics and reasoning.

Prerequisites: Admission into the PhD NRES program

NRES 803-3 Integrated Environmental Systems III Students in the graduate cohort work together to formulate an interdisciplinary perspective on their graduate research projects. Supervisors and the supervisory committees guide students in the development of their research proposals, while the NRES 803-3 cohort and instructor provides inputs, through seminars and discussions, to help the student relate the research thesis to the social and arts, physical, and life sciences of natural resources and the environment.

Prerequisites: NRES 801-3 and 802-3, admission into the PhD NRES program

NRES 804-3 Graduate Seminar This seminar is geared toward developing "critical thought" and aims to help candidates respond across a broad spectrum of topics. The seminar functions to generate debate on various (frequently contentious) issues, to promote interaction with faculty members and other students across the entire Faculty, and to act as a platform for presentations by the students themselves and invited speakers. Each PhD student is expected to give two 50 minute presentations. One presentation will be on a topic agreed upon by the student and the course coordinator, and the other will be relative to the student's thesis.

Prerequisites: Admission into the PhD NRES program

NRES 805-3 Environmental Research Methods (Not required, at the discretion of PhD committee) This course is designed to introduce students to the philosophy of science, and the range of methods that are of increasing importance in environmental research and practice. The first part of the course will focus on scientific methods and design, and the use, function, interpretation, and misuse of biostatistics. The second half of the course will examine the growing use of qualitative methodologies, including focus groups, oral interviews, ethnographic techniques, including their uses, function and misuse.

NRES 890-12 Thesis Research The doctoral thesis must stress original research or an original investigation, interpretation or synthesis of existing research.

NRES 899-(1-3) Independent Research

Natural Resources Management

NREM 607-3 Natural Resources Planning Natural resource management planning processes to include crown land and different lease arrangements as well as private land. Inventory, public involvement, implementation, monitoring, and assessing resource values.

Precluded: NREM 400-3

NREM 608-3 Watershed Management Principles and practices of forest management for protection, maintenance and improvement of water resource values. Effects of land management on quality, quantity and timing of water flow.

Precluded: NREM 410-4

NREM 613-3 Agroforestry This course introduces students to agroforestry concepts, strategies and practices (systems). Discussions include ecological, economic, and social circumstances under which a landowner lives and makes decisions about whether or not to practice agroforestry. Both temperate and tropical approaches to agroforestry systems are addressed in the course. Special attention is given to agroforestry research and development in British Columbia. Students are exposed to current modelling techniques used in agroforestry, as well as research opportunities in agroforestry.

Precluded: NREM 413-3

NREM 615-3 Forest Soils This course examines the distinctive physical, chemical and biological properties of forest soils from an ecological perspective, emphasizing western Canadian examples. Major themes include the role of soils in forest site classifications, carbon and nutrient cycling in forests, soil determinants of forest productivity, and the responses of soils to forest management practices. Field trips and laboratory exercises provide experience in techniques used to assess forest soil properties and management impacts.

Prerequisites: None (FSTY 205-3 or equivalent is recommended)

Precluded: FSTY 315-3 or FSTY 415-3

NREM 625-3 Soil Formation and Classification Examination of soil formation with emphasis on environmental forces including human activity; distribution and classification of soils in northern and interior BC; correlation of the Canadian system of Soil Classification with international systems such as Soil Taxonomy and FAO/UNESCO Soil Map of the World.

Precluded: FSTY 425-3

See NRES course listing for additional 700-level Natural Resources Management courses.

Nursing

NURS 602-3 Pathophysiology This course provides an intensive, comprehensive, evidence-based background for assessment and advanced nursing management of common acute/episodic and chronic illnesses encountered across the life-span in primary health care settings. Normal anatomy and physiology are reviewed and the pathophysiology of selected conditions, diseases or disorders is examined in-depth. Particular attention is given to epidemiological evidence relevant to northern British Columbia.

NURS 603-3 Health Assessment and Diagnostic Reasoning

This course prepares students to perform comprehensive advanced health assessments with clients across the life-span. The integration of interpersonal communication and physical assessment skills with diagnostic reasoning, critical thinking and clinical decision-making in determining differential diagnoses is emphasized. Students learn health assessment and diagnostic reasoning in accordance with Nurse Practitioner professional regulations and within the context of interpersonal practice.

Prerequisites or Co-requisites: NURS 602-3 or permission of the Program Coordinator or Chair, School of Nursing

NURS 604-3 The Healing and Well-being of Indigenous Peoples

This course provides a critical examination of Indigenous healing and well-being in relation to the historical influences of European contact and colonization, government social policy, environmental change, migration, and evolving lifestyles. Traditional and contemporary knowledge, world-views and spirituality, as well as Indigenous approaches to healing and well-being within families and communities are explored.

Precluded: HHSC 604-3

NURS 605-3 Pharmacological Management and Therapeutic Interventions

This course provides students with the most current advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students learn about evidence-based practice in the selection, prescription and monitoring of drugs to treat diseases, disorders, conditions and injuries commonly used in primary health care settings within the CRNBC limits and conditions prescribing and dispensing regulations. Based on client health history, disease, disorder or condition, this course involves in-depth study of the mechanisms of drug actions, therapeutic and adverse effects, drug interactions, and client education. Emphasis is on clinical decision-making applied in case studies that span a variety of age groups and conditions.

Prerequisites: NURS 602-3

NURS 606-3 Developing Nursing Knowledge This course explores the historical, philosophical and theoretical underpinnings of professional nursing, and the evolution and application of nursing knowledge. The focus is to examine the connections between nursing theory and practice. The relationships between nursing theory, critical thinking, analysis and synthesis of clinical knowledge and diagnostic reasoning of competent, ethical decision-making are examined.

NURS 607-3 Applying Research and Evidence to Practice This course provides an overview of major research methods (quantitative and qualitative) and basic statistics. Students are encouraged to critically examine, analyze and synthesize research findings and epidemiological evidence in order to inform and guide advanced nursing practice. In addition to the research literature, students are introduced to how to critique and clinically apply evidence-based guidelines, databases, and health informatics sources.

NURS 608-3 Ethics, Accountability and Responsibility for Practice

This course emphasizes health care ethics and ethical practice as well as the legislative acts, regulations and bylaws of the family nurse practitioner role as it evolves in British Columbia. Implications for those factors on professional responsibility, accountability and practice management are also addressed. The importance of personal responsibility for continued professional development and maintaining family nurse practitioner competence is also emphasized.

NURS 609-3 Qualitative Research Approaches in Nursing and Health

This course explores various approaches to qualitative research in nursing and health, beginning with the epistemological and ontological commitments. Approaches normally examined include qualitative description, phenomenology, participatory action research, feminist research, grounded theory and forms of ethnography. Practical concerns encountered in undertaking qualitative research, including issues of ethics and rigour, are explored. This course prepares students to undertake a qualitative thesis.

Precluded: EDUC 610-4, GNDR 609-3, HHSC 703-3

NURS 610-3 Quantitative Research in Nursing and Health

This course introduces students to a range of quantitative research designs, methods and statistical approaches that are commonly used in nursing practice, nursing education and health care. The course prepares students by providing methodological tools required to undertake a thesis.

Precluded: SOCW 609-3

NURS 612-3 Women and Health An examination of the health issues of northern women in which a holistic perspective is encouraged. Students will use epidemiological and other research resources to explore general issues as well as specific health concerns.

Prerequisites: None. Students from all disciplines are welcome to the course.

Precluded: NURS 412-3

NURS 652-6 Chronic Disease Management, Palliative Care and Wound Care This course has three components: Chronic Disease Management utilizes current, evidence-based knowledge, skills and management tools to provide effective patient-centred care for clients with chronic health challenges in rural practice. The Palliative Care section enables the learners to extend their knowledge surrounding palliative care guidelines and concludes with grief and bereavement issues. In the Wound Care component, students learn how to provide evidence-based and cost-effective wound care for people residing in rural settings.

Prerequisite: NURS 452-6

NURS 653-3 Nursing Practice with Older Persons This course focuses on health promoting, person-centred practice for nurses working with older persons in rural acute care. Assessment focuses on the physical and mental health of older persons within the context of their everyday experience and their family and/or culture. Particular attention is paid to the strengths of the individual as well as the presenting health challenges. Nurses explore strategies to prevent and/or address common health issues experienced by older persons.

Prerequisite: NURS 453-3

NURS 656-3 Mental Health and Addictions This course provides students with the basic knowledge and skills required to care for people living with common mental health and addiction issues encountered in rural nursing practice. A holistic relational nursing focus allows students to apply concepts discussed in a variety of health challenges and to intervene appropriately. Nursing approaches to clinical decision making with clients who have specific mental health problems such as psychotic, mood, anxiety, and personality disorders are highlighted. Nursing practice approaches to addictions, substance use, and crisis intervention, including aggression and suicide attempts are addressed.

Prerequisite: NURS 456-3

NURS 680-(3-6) Special Topics in Nursing This course addresses topics of current interest in nursing, which vary from year to year.

NURS 681-(1-6) Independent Study The details of this course are determined on an individual basis between faculty and graduate students.

NURS 701-6 Advanced Clinical Practice in Community Health Nursing The course will concentrate on the theory of advanced practice for community health nursing and the particular roles nurses carry in these areas. A practicum is required.

NURS 702-6 Continuing Community Care The course will concentrate on the theory of advanced practice for continuing community care nursing and the particular roles nurses carry in these areas. A practicum is required.

NURS 703-3 Health Program Planning, Community Development and Evaluation This course addresses health program planning, community development and program evaluation theory and practice. Epidemiological perspectives and community assessment approaches are explored. Particular focus is on program planning, development, and evaluation in northern, rural and remote communities.

NURS 720-6 Practicum: Integrating Primary Health Care I

This course enables students to consolidate and practice knowledge and skills in assessing, diagnosing and managing physical and mental health/illness of adults, older adults and their families. The focus is on the management of common episodic and chronic health conditions of individuals across the life-span, within the context of family and community in northern primary health care settings. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice seminars and a clinical practicum, includes a structured clinical evaluation.

Prerequisites: NURS 602-3, NURS 603-3, NURS 605-3, NURS 607-3, NURS 608-3, or permission of the Program Coordinator or Chair, School of Nursing

NURS 730-6 Practicum: Integrating Primary Health Care II

This course enables students to extend their knowledge and practice skills in northern primary health care setting with an emphasis on the development of core family nurse practitioner competencies related to caring for perinatal women, infants, children and adolescents. Emphasis is placed on health promotion and illness/injury prevention strategies and on chronic self-care management. Situations requiring physician referral and managing rapidly changing situations are also addressed. This two-part course, which consists of on-site practice seminars and a clinical practicum, includes a structured clinical evaluation.

Prerequisites: NURS 720-6, or permission of the Program Coordinator or Chair, School of Nursing

NURS 790-9 Nurse Practitioner Internship This final practicum course, consisting of seminars and concentrated clinical practice, sees students building upon previously acquired family nurse practitioner knowledge and skills. Students undertake autonomous, collaborative primary health care practice, through consolidating their skills and judgment in the assessment, management and care of individuals and families across the life-span. Students collaborate with other health professionals to provide comprehensive care, and begin to take on leadership roles in addressing population health needs, service gaps and the promotion of health in primary health care settings.

Prerequisites: NURS 730-6, or permission of the Program Coordinator or the Chair, School of Nursing

Course Descriptions: Nursing, Outdoor Recreation & Tourism Management

NURS 798-3 Nurse Practitioner Project In this course, which spans the final three semesters of the program, students undertake a practice-based project that examines and synthesizes knowledge in a critical area of concern to nurse practitioners. The project is completed under the supervision of a faculty member within the options and guidelines established by the program.

Prerequisites: Permission of the instructor

NURS 799-12 Thesis The thesis is an original, independent research project carried out under the supervision of faculty.

Prerequisites: Completion of course requirements for Master's in Nursing Science

Outdoor Recreation and Tourism Management

ORTM 600-3 Recreation and Tourism Ecology, Management and Design This course focuses on the theories, processes and techniques involved in ecological management and design of conservation and protected areas. Students develop skills in community-based involvement in conservation area design, GIS approaches and techniques for analysis, the concept of naturalness, capacity and suitability of the natural resource base for tourism and recreation such as commercial backcountry recreation, and the evaluation of ecological values. Specific focus is given to policies, procedures and practices to protect and manage resource and tourism resources within an integrated management context.

ORTM 603-3 International Dimensions of Recreation and Tourism This course discusses global dimensions and forces in recreation and tourism, particularly those in developing nations. Typical topics include the role of the United Nations in protected area planning and management, poverty and protected areas, the effects of globalization on ORTM, the impact of the concepts of sustainable development and biodiversity in ORTM, the risk society, the changing role of local communities in conservation, sex tourism, and enforcement issues in the developing world.

ORTM 607-3 Recreation, Tourism and Communities This course assesses the relationship between tourism and recreation and local communities as well as collaborative techniques for involving communities in tourism consultation processes. It covers topics such as the concepts of communities and stakeholders, hosts and guests, the relationship between community involvement and tourism, community attitudes towards tourism development, and emerging approaches towards collaboration and partnerships.

Prerequisites: RRT 204-3 and any 300 level RRT course or any 200 level ENPL course

ORTM 608-3 Social and Behaviour Dimensions of Recreation and Tourism This course examines the factors that shape individual and societal perceptions, experiences, and behaviours in resource recreation and tourism experiences and settings. Current psychological theory and research are employed to examine how the individual transects both social and natural environment settings in the pursuit of resource-based recreation and tourism activities. Concepts used in RRT are viewed through the lens provided by research in social and environmental psychology, environmental sociology and perceptual geography.

ORTM 610-3 Research and Analysis in Recreation and Tourism This course examines contemporary research approaches and methods using a variety of examples from the natural and social sciences focusing on recreation and tourism. Topics include the research process and quantitative and qualitative approaches to research. The class incorporates an applied project or projects for which data will be collected and analyzed in a mix of lab and lecture formats.

ORTM 612-3 Issues and Trends in Recreation and Tourism This seminar examines current issues and problems in recreation and tourism, and explores philosophical historical and contemporary trends and issues in recreation, parks and tourism. The future outlook for management, administration and utilization of recreation and tourism resources in BC will be examined.

ORTM 614-3 Polar Tourism and Recreation This course focuses on the unique aspects of tourism and recreation in the Polar Regions. Topics covered include issues of shared management, sovereignty, tensions between science and tourism, adventure and expeditionary tourism and recreation, the logistical challenges of operating in such remote environments, and the impacts tourism and recreation have in the Polar Regions.

Prerequisites: 90 credit hours

Physics

PHYS 600-3 Quantum Mechanics II Continuation of Quantum Mechanics I. Covers: matrix formulation, perturbation theory, approximation methods, scattering theory, many-particle problems, identical particles, spin and statistics, atomic and molecular systems.

Prerequisites: PHYS 302-3 or equivalent or permission of the instructor

Precluded: PHYS 400-3

PHYS 604-3 Solid State Physics Physics of the solid state of matter. Covers: theories of metals, crystal lattices, reciprocal lattice, periodic potentials, electron dynamics, band structure, conduction in metals, phonons in metals, semiconductors, diamagnetism and paramagnetism, superconductivity.

Prerequisites: PHYS 302-3 or equivalent or permission of the instructor

Precluded: PHYS 404-3

PHYS 606-3 Subatomic Physics Properties and structure of subatomic particles, symmetries and conservation laws, electromagnetic, weak, and hadronic interactions, beta decay, alpha decay, gamma decay, models of nuclear structure, nuclear reactions, fission, fusion, quarks and hadron spectroscopy.

Prerequisites: PHYS 302-3 or equivalent or permission of the instructor

Precluded: PHYS 406-3

PHYS 607-3 Statistical Mechanics Kinetic theory of gases, laws of thermodynamics, probability theory, probability distributions, equilibrium statistical ensembles, ideal gases, phase transitions, critical phenomena, quantum statistics.

Prerequisites: PHYS 302-3 or equivalent or permission of the instructor

Precluded: PHYS 407-3

PHYS 609-3 Mathematical Methods in Physics This course is a survey of the methods and techniques involved in the formulation and solutions of physics problems. Topics include matrix algebra and group theory, eigenvalue problems, differential equations, functions of a complex variable, Green's functions, special functions, Fourier series, integral equations, calculus of variations, and tensor analysis.

Prerequisites: Permission of the instructor

Precluded: PHYS 409-3, MATH 409-3

PHYS 710-3 Advanced Quantum Mechanics Review of quantum mechanics including operators, linear vector spaces, Dirac notation; density operator; angular momentum; spin; and rotation groups; addition of angular momentum; symmetries and conservation laws; identical particles; time-dependent and time-independent perturbation theory; scattering theory; interaction of radiation with matter; introduction to relativistic quantum mechanics; special topics.

Prerequisites: Permission of the Chair/Instructor

PHYS 720-3 Condensed Matter Physics Theory and application of solid state physics to macroscopic and microscopic phenomena in materials. Topics to be chosen from the following: review of crystal lattices, unit cells, reciprocal lattice, Bloch theorem; free and nearly free electron models, tight binding model; band structure and Fermi surfaces, electron dynamics, scattering; metals, semiconductors and insulators; phonons, phonon bandstructure, scattering; diamagnetism, paramagnetism, ferromagnetism, magnetic ordering and scattering; heterostructures, quantum Hall effect; topics in surface physics (surface states, work function, reconstruction); topics in superconductivity (Type I & Type II, flux quantization, Josephson Effect, BCS Theory, high-temperature superconductivity).

Prerequisites: Permission of the Chair/Instructor

PHYS 730-3 Advanced Nuclear Physics Topics to be chosen from the following: properties of nuclei, the nuclear force and the two-nucleon system; nuclear structure; nuclear models; the collective model; many-body basis states; Hartree-Fock Hamiltonian; spherical and deformed shell model; nuclear excitation and the electromagnetic transition; weak interaction and beta-decay; alpha decay; nuclear fission; thermonuclear fusion; nuclear reactions; compound nucleus formation; direct reactions; the optical model; intermediate energy nucleon-induced reactions; electron- and photon-induced reactions; meson-nucleon and meson-nucleus reactions; heavy-ion reactions.

Prerequisites: Permission of the Chair/Instructor

PHYS 740-3 Elementary Particle Physics Topics to be chosen from the following: quarks, leptons and the standard model; symmetries and conservation laws; Dirac equation and the Dirac field; gauge invariance and gauge theories — Quantum Electrodynamics; phenomenology of hadronic interactions, strong interaction, SU(3), and the quark model; other quark flavours — charm and beauty; principles of Quantum Chromodynamics; the weak interaction and parity non-conservation, invariance under CP and T; the heavy gauge bosons and the electro-weak theory; CP-violation; grand unification, supersymmetry; superstrings, particle physics and cosmology.

Prerequisites: Permission of the Chair/Instructor

PHYS 798-3 Advanced Topics in Physics This course covers topics of current interest in physics research, which vary from year to year.

Prerequisites: Permission of the Chair/Instructor

Political Science

POLS 600-3 Classics in Political Philosophy This course provides a close analysis of a classic treatise in political philosophy. Texts vary yearly.

Precluded: POLS 400-3

POLS 601-3 Resource Politics An examination of the roles which natural resources and the environment have come to play within the contemporary political system. Emphasis on Canada and British Columbia.

Precluded: POLS 401-3

POLS 603-3 Social and Health Policy in the Context of Health and Health Care This course examines the evolution of social and health services in Canada in a comparative context and encourages students to think broadly about health care, taking into account the social, political, cultural, historical and economic factors that affect health and health policy. Students critically examine the impact of global, national, provincial and local influences on the delivery of health care and on the enactment of advanced practice. Students use concepts of public policy and policy analysis to analyze policies that are relevant to professional practice and health care and to be equipped to engage in policy debates and to influence health policy.

Precluded: POLS 403-3

POLS 605-3 Topics in Society and Democracy This course is a comparative analysis of the challenges of political, economic and social transition. Topics may include religion and democracy, the market and democracy, and constitutions and democracy.

Precluded: POLS 405-3

POLS 606-3 Political Change in the Asia-Pacific Region This course offers a comparative analysis of the strategies of political and economic development and social change in selected countries in the Asia-Pacific region.

POLS 608-3 Business-Government Relations Government and politics together make up one of the most important variables that business faces in a modern economy. Problems examined include the regulatory process, tax policy administration, labour relations law, lobby practices, and local building codes. These questions and others relating to the appropriate role of the modern state in the economy constitute the major concerns of this course.

Precluded: POLS 408-3

POLS 612-3 Comparative Aboriginal-State Relations This course is a comparative study of relations between modern states and aboriginal peoples, and the quest by aboriginal peoples for self-determination.

Precluded: POLS 412-3

POLS 613-3 Democracy, Citizenship and Human Rights The course examines key socio-political forces that are shaping democratic governance and challenging the traditional connection between rights and citizenship. Specific topics may include democracy and the secular-religious divide; human rights and the limits of toleration; the politics of ethno-nationalism and multiculturalism; human rights and human security; and the role of truth, amnesty and retribution in the reconciliation of historic injustices.

Precluded: POLS 413-3

POLS 614-3 Comparative Federalism A comparative examination of the theories, development, and problems of federalism in countries such as Russia, Canada, Germany, United States, Australia and Switzerland.

Precluded: POLS 414-3

POLS 615-3 Comparative Northern Development An examination of the strategies and challenges of northern development, including political administration, resource development, the environment and indigenous peoples in Russia, Scandinavia, Alaska and Canada.

Precluded: POLS 415-3

POLS 617-3 Ethical Leadership This course provides an overview of the literature on leadership throughout history as well as reviews the main leadership theories developed in the 20th and 21st centuries, with a focus on what makes a good leader, both in the sense of administrative or managerial effectiveness as well as in a moral sense. In addition to providing students with grounding in mainstream theories of leadership, this course focuses on case-based material and evaluates models of successful leadership in both the public and private sector.

Precluded: POLS 417-3, COMM 437-3

POLS 634-3 Resource Communities in Transition An examination of issues facing rural, remote and northern resource communities across Canada. It compares issues across Canada's provincial north as well as has a specific focus on northern British Columbia. Issues discussed include, among other things, the economic realities of globalization; the issues of identity for resource communities; and the issue of urban policy decision processes on rural, remote and northern regions.

Precluded: POLS 434-3, POLS 601-3

POLS 672-3 Seminar in Political Philosophy This is a participatory seminar in which students are guided through the process of conducting a research project in political philosophy. Topics are chosen according to students' interests.

Precluded: POLS 472-3

POLS 698-3 Special Topics in Political Science This course provides students with in-depth knowledge of a specialized topic in political science. The topic of the course will be noted on the transcript. Credit available for both POLS 498-3 and ANTH 698-3 provided the topic differs substantively between offerings.

Prerequisites: Permission of the instructor

Precluded: POLS 498-3

Course Descriptions: Political Science, Psychology

POLS 702-3 Scope and Methods of Political Science A graduate seminar which examines major considerations in doing quantitative and qualitative methods of social research and explores critical, theoretical, and other methodological issues in the discipline.

POLS 704-3 Independent Study The details of this course will be determined on a case-by-case basis between faculty and graduate students.

POLS 797-9 Graduate Project The Graduate Project is a requirement for students choosing the MA Project Option. Students will prepare a 12,000 - 15,000 word research paper, under the direction of a supervisor from Political Science. The project will contain a thorough review of the existing literature, a detailed bibliography, and will demonstrate clear evidence of critical thinking. A project proposal, and the final research paper, will be assessed by a graduate committee, comprising the supervisor, one other member from Political Science, and one member from outside the program.

POLS 799-12 Master's Thesis The MA thesis should pose and attempt to deal with a significant public question in a way that demonstrates critical thinking, an understanding of the relevant literature, and the ability to conduct systematic research. This should be accomplished within the limits of 20,000 - 25,000 words. In preparation for the thesis, a research proposal is to be drafted (in consultation with the faculty) and submitted for discussion and approval to a committee of three persons appointed by the Program Chair.

Psychology

PSYC 600-4 Quantitative Methods I The course emphasizes linear statistical models involving one response variable (i.e., univariate methods). If time permits, logistic regression will be introduced. The laboratory component of the course focuses on the use of a statistical package to produce results. Examples are drawn from the health and human sciences, broadly defined.

Prerequisites: an undergraduate course in research methods and data analysis or permission of the instructor

PSYC 605-4 Quantitative Methods II The course considers statistical models involving multiple response variables (i.e., multivariate methods). The course covers: MANOVA, discriminant functions analysis, repeated measures designs, principal components analysis and an introduction to factor analysis. If time permits, loglinear models will be introduced. The laboratory component of the course focuses on the use of a statistical package to produce results. Examples are drawn from the health and human sciences, broadly defined.

Prerequisites: PSYC 600-4 or equivalent

PSYC 610-3 Cognitive Neuroscience This course provides exposure to major and emergent issues in the study of brain and behaviour relationships. The focus of the course is on the theoretical and physiological basis of neuropsychological processes.

PSYC 615-3 Social Psychology This course offers an advanced study of social psychology and social cognition. The course provides exposure to major current issues in the study of social behaviour. Topics of special relevance to the social problems of the north are considered.

PSYC 620-3 Health Psychology This is an advanced seminar in health psychology dealing with such areas as psychosocial epidemiology, stress and its management, social factors and health, behavioural risk factors for chronic disease and disability, and intervention programs based on behavioural change.

PSYC 631-3 Psychopathology This course examines historical and current approaches to the study of behaviour disorders and problems of life adjustment, including critical evaluation of empirical findings in selected areas. Classification systems, including the current revision of the APA Diagnostic and Statistical Manual, are critically reviewed.

PSYC 635-3 Cognition and Learning This course provides an advanced study of cognition and cognitive processes.

PSYC 645-3 Developmental Psychology This course provides an advanced study of human development from infancy through adulthood.

PSYC 690-12 Master's Thesis An original, empirical research project.

PSYC 712-3 Independent Research Allows an MSc student to conduct research under the supervision of a faculty member.

PSYC 720-3 Cross-Cultural Communication in Health Care Settings This course focuses on communication (including information transmission and interactive processes) between health professionals and people of differing cultural backgrounds. Issues examined include gaps in health perceptions between service providers and diverse groups, barriers within, and proposed changes to, the health care system.

PSYC 725-3 Cognitive Neuropsychological Assessment This course provides exposure to the assessment of cognitive neuropsychological functioning. Emphasis is placed on providing practical hands-on experience in the administration and scoring of commonly used tests of mental status, depression, achievement, memory, and/or intelligence. Also included is an introduction to fundamental measurement concepts and ethics.

Prerequisites: Permission of the instructor

Precluded: PSYC 625-3

Course Descriptions: Psychology

PSYC 726-3 Personality Assessment This course provides exposure to standardized procedures for the evaluation of personality. Emphasis is placed on administration, scoring, and interpretation of objective tests of personality. Also included is an overview of the history and theories of personality assessment, psychometrics, responsible test use, and current controversies.

Precluded: PSYC 625-3

PSYC 730-3 Psychological Interventions This is an advanced seminar on the application of psychological procedures to the change of human social, emotional, behavioural and personality functioning.

Precluded: PSYC 630-3

PSYC 740-3 Ethical and Legal Issues in Psychology An advanced seminar focused on scientific and professional, ethical and legal issues.

Precluded: PSYC 640-3

PSYC 750-(3-6) Special Topics in Advanced Psychology This course provides an advanced study in specific substantive areas. Topics may include aging, communication theory, cross-cultural issues, emotion, gender, and health promotion, history and systems. The topic area is noted on the transcript.

Precluded: PSYC 650-3

PSYC 760-3 Research Practicum The research practicum will focus on the acquisition of technical skills and practical research experience. Students will be expected to demonstrate the use of experimental methods consistent with their career goals. They will have the opportunity to develop and demonstrate their skills in individual research laboratories in psychology.

Prerequisites: PSYC 600-4 and permission of the instructor
Co-requisite: PSYC 605-4

PSYC 770-(3-6) Fieldwork Practicum This course provides supervised exposure to applied psychology practice. It includes observation of applied psychology, supervised practice of assessment and/or intervention techniques, participation in case supervision, and attendance at case conferences.

Prerequisite: Permission of the instructor

PSYC 800-2 Graduate Seminar I

PSYC 801-2 Graduate Seminar II The graduate seminars are geared toward developing critical thinking skills and aim to help students evaluate a broad spectrum of topics. The seminars will function to generate debate on key issues, promote interaction with faculty members and other students in the program, and to act as a context for presentations by the students. Each student is expected to give, in a manner acceptable for a national or international conference presentation, one presentation in each of the two semesters of enrolment.

PSYC 805-3 Advanced Topics in Quantitative Psychology

This course is designed to introduce students to advanced topics in quantitative psychology. The course content may vary from year to year and will be determined, in part, by program requirements. Some possible topics are: (a) quasi-experimental design and field studies, (b) factor analysis and structural equation modelling, (c) loglinear modelling and logistic regression, (d) signal detection theory, (e) scaling, (f) psychometric theory, or (g) nonparametric statistics. Examples will be drawn from the health and behavioural sciences, broadly defined.

Prerequisites: PSYC 600-4 and PSYC 605-4, or permission of the instructor

PSYC 810-3 Cognitive Neuroscience This course provides exposure to major and emergent issues in the study of brain and behaviour relationships. The focus of the course is on the theoretical and physiological basis of neuropsychological processes.

PSYC 812-3 Independent Research Allows a PhD student to conduct research under the supervision of a faculty member.

PSYC 815-3 Social Psychology This course offers an advanced study of social psychology and social cognition. The course provides exposure to major current issues in the study of social behaviour. Topics of special relevance to the social problems of the north are considered.

PSYC 820-3 Health Psychology This is an advanced seminar in health psychology dealing with such areas as psychosocial epidemiology, stress and its management, social factors and health, behavioural risk factors for chronic disease and disability, and intervention programs based on behavioural change.

PSYC 822-3 Cross-Cultural Communication in Health Care Settings This course focuses on communication (including information transmission and interactive processes) between health professionals and people of differing cultural backgrounds. Issues examined include gaps in health perceptions between service providers and diverse groups, barriers within, and proposed changes to, the health care system.

PSYC 825-3 Cognitive Neuropsychological Assessment This course provides exposure to the assessment of cognitive neuropsychological functioning. Emphasis is placed on providing practical hands-on experience in the administration and scoring of commonly used tests of mental status, depression, achievement, memory, and/or intelligence. Also included is an introduction to fundamental measurement concepts and ethics.

Prerequisites: Permission of the instructor
Precluded: PSYC 625-3, 725-3

PSYC 826-3 Personality Assessment This course provides exposure to standardized procedures for the evaluation of personality. Emphasis is placed on administration, scoring, and interpretation of objective tests of personality. Also included is an overview of the history and theories of personality assessment, psychometrics, responsible test use, and current controversies.

Prcluded: PSYC 625-3, PSYC 726-3

PSYC 830-3 Psychological Interventions This is an advanced seminar on the application of psychological procedures to the change of human social, emotional, behavioural and personality functioning.

Prcluded: PSYC 630-3, PSYC 730-3

PSYC 831-3 Psychopathology This course examines historical and current approaches to the study of behaviour disorders and problems of life adjustment, including critical evaluation of empirical findings in selected areas. Classification systems, including the current revision of the APA Diagnostic and Statistical Manual, are critically reviewed.

Prcluded: PSYC 631-3

PSYC 835-3 Cognition and Learning This course provides an advanced study of cognition and cognitive processes.

PSYC 845-3 Developmental Psychology This course provides an advanced study of human development from infancy through adulthood.

PSYC 850-(3-6) Special Topics in Advanced Psychology This course provides an advanced study in specific substantive areas. Topics may include aging, communication theory, cross-cultural issues, emotion, gender, and health promotion, history and systems. The topic area is noted on the transcript.

Prcluded: PSYC 650-3, PSYC 750-(3-6)

PSYC 860-(3-6) Research Practicum The research practicum focuses on the acquisition of technical skills and practical research experience. PhD students are expected to demonstrate the use of experimental methods consistent with their career goals. They have the opportunity to develop and demonstrate their skills in individual research laboratories in psychology.

Prerequisites: enrolment in PhD program and permission of the instructor

PSYC 870-(3-6) Fieldwork Practicum This course provides supervised exposure to applied psychology practice. It includes observation of applied psychology, supervised practice of assessment and/or intervention techniques, participation in case supervision, and attendance at case conferences.

Prerequisite: Permission of the instructor

Prclusion: PSYC 770-(3-6)

PSYC 890-12 PhD Dissertation An original, empirical research project.

Social Work

SOCW 600-3 Social Work and Community Data Analysis This course uses the Social Administration framework of the MSW program. Students will be introduced to existing databases and will be taught a wide range of computer applications and software packages that are particularly useful in community based social work practice, policy and advocacy in northern regions and communities. This course extends throughout the MSW year and will also integrate qualitative and participatory research approaches.

SOCW 601-3 Issues in Northern/Remote Social Work Current issues in Northern and Remote Social Work Policy and Practice unravels, explores and analyzes the linkages between community issues, personal presenting problems and global, national and regional historical, economic and social developments. It focuses on public issues and personal problems as they affect different demographic groups and First Nations populations that live in the central and interior of British Columbia. This course aims to formulate changes in social work practice and policy that gives a greater voice to the consumers of welfare and the social and personal services of the welfare state.

SOCW 602-3 First Nations: Advanced Social Work Practice First Nations: Advanced Social Work Practice investigates conceptual, policy and practice issues that will help professionals in the human services develop an appropriate role for social work in indigenous cultures. Government and legal processes, values, economic factors, policies and practices will be examined. Issues such as racism, the position of women and children in relation to reserve, town and city life, autonomy, integration, underdevelopment and the transfer of social services to First Nations will be addressed.

SOCW 603-3 Women: Policy/Practice Issues Women and Human Services: Critical Issues in Policy and Practice explores the historical nature of the role of women and women's struggles in Canada with particular focus on the role of women in northern, remote and First Nation communities. The exploration also includes a review of feminist perspectives and the meaning and application of feminist practice for social work in the areas of policy, research, counselling and direct service. The course draws on interdisciplinary knowledge and will provide the opportunity to analyze and debate the social and political forces which have shaped the condition of women in social work in particular and in human services generally. While gender relations are the focus, they will be analyzed as they intersect with race, class, ability, sexual orientation, aging, and so on.

SOCW 604-3 Directed Readings Directed Readings enables students to undertake an independent reading course in an area that fits a chosen MSW research/policy/practice concentration. Students may take a maximum of one Directed Readings course.

Course Descriptions: Social Work

SOCW 605-3 Comm Work/Politics of Change Community Work and the Politics of Change is based on theories of social change and interactive problem solving skills with groups and communities is the main focus of this course. Critical analysis of selected field experiences will be examined in relation to the values of participatory democracy, co-operation, empowerment, mutual aid and a social justice vision of genuine community. Issues to be examined include developing grass roots leadership, valuing undervalued persons and building a community culture of hope. The methods of popular education, participatory action research and other forms of qualitative research directed to the politics of change will be examined.

SOCW 609-3 Advanced Quantitative Research Advanced Quantitative Research in Social Policy and Social Work Practice covers a range of quantitative methods, research designs, statistical analyses and measures. The course explores social policy and social work issues in comparative, national and provincial contexts and links measures, methods and analyses to current issues and debates in social work policy and practice. The course prepares students with the research tools necessary to undertake their thesis and/or practicum projects.

Prerequisite: MSW Foundation Year students must successfully complete SOCW 634-3

SOCW 610-3 Wellness: Alternate Approaches This course introduces and explores a variety of techniques in expressive arts, movement and process-oriented therapeutic approaches in working with individuals, couples, families and groups. Themes and exercises focus on addictive behaviours, mental health and wellness. Exercises are interwoven throughout the course. These incorporate the materials taught and provide students with the opportunity to practice the different techniques examined in this course.

SOCW 613-3 Clinical Social Work Practice Critical analysis of psychotherapy and counselling, particularly by women and ethnic/racial minorities has had an influence on how psychotherapy is organized and how values are expressed. Psychotherapy and counselling have also been influenced by the reality of restructuring in health care, education and social services. Social workers have been faced with the challenge of delivering service in environments that are increasingly restrictive. These developments have encouraged the implementation of new therapeutic approaches which emphasize brevity, respect for clients, client strength and collaborative approaches to problem solving. This course explores clinical practice within this context with emphasis on issues that pertain to northern British Columbia. The course requires critical analysis as well as practice skills.

SOCW 614-3 Social Work/Postmodern Debates Social Work and the Postmodern Debates surrounding postmodernity are contesting prevailing value systems and dominant ideologies of western society. The politics of postmodernism have been taken up in the social sciences and humanities—how they are affecting social work discourse, policy and practice will be the focus of this course.

SOCW 615-3 Multi-Cultural Social Work Practice Social Work Practice In a Multi-Cultural Context is to prepare students for work with various ethnic and racial minority clientele. Topics include: the impact of formal and informal social policies and institutions on the well-being of minorities; the relationship between cultural norms and social work practice. Opportunities for experiential learning in the classroom and community settings allow students to interact with selected cultural groups.

SOCW 620-3 Policy Making/Human Services Policy Making and Human Service Administration will examine the formation and impact of social policy in a variety of areas (such as the pension debate, unemployment insurance reforms, criminal law reform, welfare reform and the personal social services). Socio-political, economic and international forces shaping policy-making will be identified. It will provide students with an opportunity to apply classic and current organization theory to social services administration. The areas under examination include: current problems and issues in social service administration; the impact of hierarchical and bureaucratic structures on social work practice with an emphasis on state social work; and the impetus for organizational changes. Theory and research on the role of the professional worker within the state sector, case materials and students' practice experience will form the basis for discussion.

SOCW 621-3 Comparative Welfare Analysis Comparative Social Welfare Analysis provides a critical introduction to comparative social policy. Its main theme is to show how the welfare systems of individual countries can only be understood through exploring the wider international context. Particular attention is paid to the interactions between family policies and issues of race and gender, and to the processes by which individuals or groups are given or denied access to full welfare citizenship. Topics include: principles of comparative studies; models of welfare; welfare convergence versus divergence; welfare regime analysis; crisis of the welfare states; and the impact of welfare states.

SOCW 622-3 Hunger/Welfare/Food Security Hunger, Food Security and Social Policy will examine the issue of hunger and food insecurity in Canada and other advanced industrial societies and will explore competing approaches to achieving food security in terms of the politics of welfare in local, national and international contexts. Topics will include: issues in the definition and measurement of hunger; social and economic consequences; responses of the state and civil society including the role of food banks and non government organizations; food security as a human rights issue and the role of domestic and international legislation; and the contribution of the health, welfare, education, environment, agriculture and food policy sectors in achieving food security.

SOCW 630-3 Communication Skills This introductory course aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among First Nations and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. Emphasis is placed on integration of interpersonal and analytic skills in learning effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being. This course includes a skills laboratory.

Prerequisites: Admission to the MSW Program Foundation Year

SOCW 631-3 Critical Social Work Practice This course critically examines the historical origins, value, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and First Nation social work strategies, the focus includes the application of these approaches to women, minority groups, First Nations, and residents of northern and remote communities. These are contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

Prerequisites: Admission to the MSW Program Foundation Year

SOCW 632-9 MSW Practicum I This field placement requires students to perform in a social work role or organizational setting three days per week through the September and January terms. Field education provides students with an opportunity to enhance and refine their social work skills. As much as possible, the assigned field education setting will broadly match the particular type of social work experience that the student wishes to pursue.

Prerequisites: Admission to the MSW Program Foundation Year

Co-requisites: SOCW 637-3

SOCW 633-3 Critical Social Policy This course examines the development of social policy in Canada, including current debates from conventional and critical perspectives, and invites students to consider the relationship between research, policy and social work practice. The course reviews ideologies of social welfare policy, its formulation and implementation and consequences for people in need. Policy formulation is analyzed from a critical perspective that examines the role of power and privilege in the construction of social policy. Alternative social arrangements and models of policy and practice are explored.

Prerequisites: Admission to the MSW Program Foundation Year

SOCW 634-3 Social Work Research/Policy/Practice This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs research, participatory research and the development of interview schedules and questionnaires. The methods examined in this course are linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and First Nation communities.

Prerequisites: Admission to the MSW Program Foundation Year

SOCW 635-3 Social Work Philosophy and Ethics This course critically assesses the ethical issues involved in carrying out the tasks of social work practice, policy and research. Using the Social Work Code of Ethics as a starting point, these practice, policy and research roles are considered in the context of northern and remote social work. The course reviews different theoretical approaches to social work.

Prerequisites: Admission to the MSW Program Foundation Year

SOCW 637-3 Advanced Practice This course is designed for graduate students who have worked in social work practice settings but who do not have formal social work training. The historical and cultural development of social work practice models is surveyed with emphasis on contemporary models of practice such as anti-oppressive practice, constructivism, feminist practice, First Nations practice approaches and structural practice. Key components of practice such as assessment, intervention planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinarity and termination are studied.

Prerequisites: Admission to the MSW Program Foundation Year

Co-requisites: SOCW 632-9

SOCW 651-3 Legal Issues for Women This course offers students an overview of constitutional, case and statutory law relating to current women's issues. With an emphasis on the application of Canadian law as it relates to issues facing social workers. The course examines the implications to women of recent changes in constitutional law (e.g. equality provisions in the Charter of Rights and Freedoms), marital and property laws (e.g., child custody and maintenance), and civil and criminal laws (e.g., issues of sexual harassment, sexual assault, wife assault).

SOCW 698-3 Special Topics This course number designation will be available to permit faculty to offer courses in areas of specialization.

Prerequisites: Graduate standing

SOCW 700-12 MSW Thesis Students taking this route will register for a thesis leading to a written report of high academic quality that demonstrates mastery of the field specified and an ability to undertake research. The thesis may be based on research about models of advanced practice, policy and/or evaluation in the thematic areas of the MSW program.

SOCW 701-3 Research Practicum This course is a research-based practicum that provides students with the opportunity to enhance and refine their research skills. It normally takes place two days per week over one semester. This elective is available to both practicum and thesis route students.

Prerequisites: Admission to the MSW program

Course Descriptions: Social Work, Statistics

SOCW 704-3 MSW Integrative Seminar MSW Thesis/ Practicum/Project Proposal Development/Integrative Seminar has two dimensions. One is the focus on the relationship between theory, ideology, policy and practice in the study of social welfare. Its objective is to enable students to acquire, develop and apply analytical approaches to the social policy. The second dimension focuses on the development of thesis/practicum/project proposals. Students are encouraged to use theoretical approaches in the formulation of the MSW research for thesis, practicum and project. It examines the steps used in the development of thesis, practicum and project proposals. It gives the students an opportunity to present their proposals and thesis/practicum/project plans with other students and faculty.

SOCW 732-6 MSW Practicum II This field placement requires students to perform in a social work role or organizational setting. Field education provides students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest. Students normally are placed in an agency or organizational setting that matches their specific learning needs.

Prerequisites: Admission to the MSW program

Statistics

STAT 641-3 Nonparametric Statistics This course discusses the methodology and application of nonparametric statistics. Topics covered include goodness-of-fit tests, contingency tables, empirical distribution function tests, the sign test, the Wilcoxon test, the Wilcoxon-Mann-Whitney test, the Kruskal-Wallis test, and rank correlation.

Precluded: MATH 441-3, STAT 441-3, MATH 641-3

STAT 671-3 Linear Models This course discusses the estimation of parameters in the multiple linear regression model by the least-squares method. Topics covered include the statistical properties of the least-squares estimators, the Gauss-Markov theorem, estimates of residual and regression sums of squares, distribution theory under normality of the observations, assessment of normality, variance stabilizing transformations, examination of multicollinearity, variable selection methods, logistic regression for a binary response, log-linear models for count data, and generalized linear models.

Precluded: STAT 471-3, MATH 471-3, MATH 499-3 Regression, , MATH 671-3

STAT 672-3 Survey Sampling Design and Analysis This course discusses the planning and practice of sample surveys. Topics covered include simple random sampling, unequal probability sampling, stratified sampling, cluster sampling, multistage sampling, cost-effective design, analysis and control of sources of sampling and non-sampling error, ratio estimation, model-based regression estimation, resampling, and replication methods.

Precluded: STAT 472-3, MATH 472-3, MATH 499-3 Design of Sample Surveys, MATH 672-3

STAT 673-3 Experimental Design and Analysis This course discusses experimental designs and analyses. Topics covered include basic principles and guidelines for designing experiments, simple comparative designs, single factor analysis of variance, block designs, factorial designs, response surface methods and designs, nested and split plot designs, and the analysis of covariance.

Precluded: STAT 473-3, MATH 473-3, MATH 499-3 Design of Experiments, MATH 673-3

STAT 675-3 Methods for Multivariate Data This course discusses practical techniques for the analysis of multivariate data. Topics covered include estimation and hypothesis testing for multivariate means and variances; partial, multiple and canonical correlations; principal components analysis and factor analysis for data reduction; multivariate analysis of variance; discriminant analysis for classification; and cluster analysis.

Precluded: STAT 475-3, MATH 475-3, MATH 499-3 Applied Multivariate Analysis, MATH 675-5

STAT 699-(1-3) Special Topics in Statistics This topic for the course varies, depending on student interest and faculty availability. This course may be taken any number of times provided all the topics are distinct.

Prerequisites: Permission of instructor

STAT 704-1.5 Seminar in Statistics This course comprises seminar session relating to applications or the theory of statistics, or both. Students investigate and present ideas and results pertaining to current research. The offerings may include presentations of current literature, statistical methodology, and topics related to the student's own research or project work or that of others. Students participate in discussions and critiques of their and others' presentations.

This is a PASS/FAIL course. This course may be repeated to a maximum of 3 credit hours. Student must attend and participate in all seminar session to obtain credit for the course.

Prerequisites: Permission of instructor

STAT 731-(1-6) Advanced Topics in Statistics This course is intended to fulfill requirements for specialized instruction in the discipline of Statistics. Topics are chosen depending upon student interest and faculty availability, and topic headings vary from year to year and from section to section. This course may be taken any number of times provided all the topics are distinct.

Prerequisites: Permission of instructor

Awards and Financial Aid

The UNBC Awards and Financial Aid Office helps students to obtain the funds necessary to finance their UNBC education and to provide educational budgeting services. Funds may be obtained from a variety of sources, including: government and bank loans, private, corporate, and public scholarships and bursaries, and UNBC awards. For a complete list of scholarships, awards and bursaries, please visit www.unbc.ca/finaid.

Teaching Assistantships

Many graduate students receive all or part of their financial support through Teaching Assistantships. This support requires the graduate student to be involved in instruction and/or marking, and they are not guaranteed to any student. Minimum grade standards must be met, and the awards are made available, in part, in response to instructional needs within Program areas. Students should contact specific Programs for more information.

Financial Aid

StudentAid BC (full-time students)

Students may borrow money in the form of a government student loan on a promise to repay the loan at a specified time in the future.

Government student loans are available to students who can demonstrate financial need. Therefore, funds are only loaned to students whose financial resources from parents, summer employment, part-time work and other sources do not cover the estimated cost of their education.

Canada Student Loans, a federal program, and British Columbia Student Loans, a provincial program, both provide interest-free loans for full-time students who are Canadian citizens or permanent residents.

Eligibility

To be eligible for BC funding, students must be residents of British Columbia as defined by established governmental criteria. Assistance will be provided to eligible students who will be enrolled in a minimum 60% or nine credit hours of a full program of studies each semester, or be enrolled as full-time graduate students.

Application

Application for federal and provincial loans is made through a single application form, available from StudentAid BC (www.studentaidbc.ca), or from any college or university. Students may also apply online at www.studentaid.bc.ca.

Students may apply for loans before they have been accepted at the educational institution of their choice. In order for funding to be in place at the onset of Fall classes, it is advisable for students to submit their loan application before June 30. Students who apply after that date may not receive their loans until well into the semester and may not qualify for tuition deferments.

Students From Other Provinces

Students from other provinces are required to seek information from their respective provincial student assistance branches.

Government Part-time Loans and Grants

Federal loans are also available for part-time students. These loans fund only direct educational expenses such as tuition, books, supplies, and childcare while the parent is at school.

Canada Study Grants for High-need Part-time Students assist students who are unable to meet the eligibility requirements of the full-time loans program and whose income falls below a prescribed threshold. Students with dependants who receive a high-need part-time grant may also qualify for additional assistance in the form of a Canada Study Grant for Students with Dependents.

Eligibility

Students must be Canadian citizens residing in a province that issues Canada Student Loans, and be taking between 20 and 59% (less than nine credit hours per semester) of a full course load, or be enrolled as part-time graduate students.

Application

To be eligible for part-time federal or provincial grants, students must apply for a federal part-time loan, as grant eligibility is determined using the federal loan criteria. A single application form for the part-time Canada Loan and/or Canada Study Grants must be submitted to UNBC Awards and Financial Aid Office for consideration.

If applicable, grant monies will be awarded first, and any remaining unmet need will be met through a federal part-time loan document. Further information on part-time loans and grants is available from UNBC Awards and Financial Aid Office.

International Students

Students who plan to attend UNBC on a Student Visa are advised to check with their own country's government office with respect to any student financial aid that may be available to them for study abroad.

UNBC is listed as an eligible school under the Paras Foundation; an organization that provides financial assistance to international students. Information regarding eligibility may be obtained from the web at www.isloan.org.

Awards and Financial Aid

US Citizens who plan to attend UNBC may be eligible for financial assistance under the Federal Stafford Direct Loan program. Applications may be submitted on the web at www.fasfa.ed.gov. US students are advised to contact the Awards and Financial Aid office at UNBC at least three weeks prior to the start of classes for further instructions on how to receive their student loan funding. Failure to do so may result in a delay of the receipt of such funds.

Assistance for Students with Permanent Disabilities

As part of the Canada and Provincial Student Loans Program, assistance options are available for full-time or part-time students with permanent disabilities: Canada and Provincial Student Loan Assistance and Canada Study Grants.

Canada and Provincial Student Loan Assistance

Relaxed eligibility criteria for Canada Student Loan Assistance are designed to encourage full-time or part-time students with permanent disabilities to participate in post-secondary education. For example, a full-time student with a permanent disability may be eligible for full-time loan assistance if he or she is enrolled in a minimum 40% or six credit hours of a full program of study, if he or she is enrolled as a part-time graduate student. To be eligible for federal grants, students must first apply for loan funding to cover their direct educational costs.

Canada Study Grants for Students with Disabilities

Federal Canada Study Grants are designed to assist disabled students with exceptional education-related costs associated with certain permanent disabilities and are to be used for the purchase of goods and services which will help the students to access post-secondary education. Technical aids, computer technology, restorative devices, a and vehicle modification are examples of eligible goods and services; tuition and books will not be funded under this program. Students must complete a separate application form if they wish to be considered for a Canada Study Grant. For more information on how to apply for a Canada Study Grant for Students with Permanent Disabilities, please contact the UNBC Access Coordinator.

Additional information and applications forms for federal and provincial student assistance programs as described above are available from UNBC Awards and Financial Aid Office, UNBC Access Resource Centre, or from any other post-secondary institution in BC, or by contacting the Ministry of Advanced Education and Technology at 1-800-561-1818. Information can also be obtained by accessing the Ministry's website at www.studentaidbc.ca.

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