



2005 – 2006 Calendar

Effective date of information, unless otherwise noted: March 1, 2005.

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

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The 2005-2006 *University of Northern British Columbia Graduate Calendar* was prepared by the Office of the Registrar.

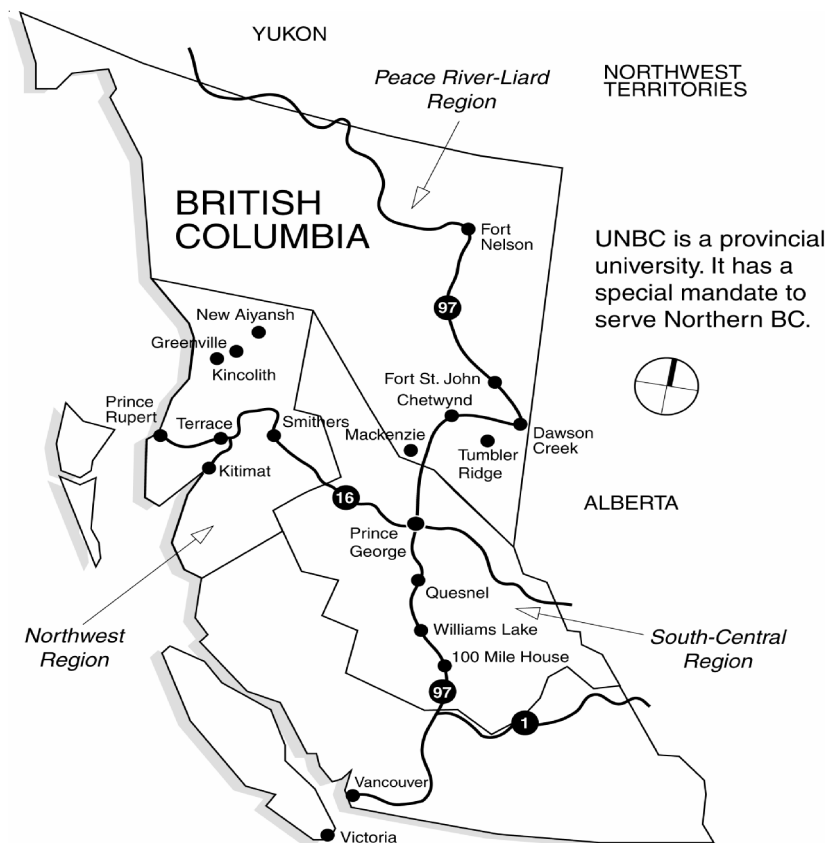
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Wilp Wilxo'oskwhl Nisga'a	(local) 633-2292 (long distance) 1-800-980-8838
Registrar's Office <i>Graduate Admissions, Registration, Prospective Student Information</i>	(250) 960-6336
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Registrar's Office <i>Graduate Admissions, Information</i>	www.unbc.ca/graduatestudies/
University Calendar/Graduate	www.unbc.ca/calendar/graduate
University of Northern British Columbia	www.unbc.ca

UNBC's Northern Mandate



Addresses

Prince George Campus

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Prince George, BC
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Northwest Regional Campus

4741 Park Ave
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Canada V8G 1W2
Telephone (250) 615-5578
Toll Free 1-800-697-7388
Fax (250) 615-5478
www.unbc.ca/regops/nw

Peace River-Liard Regional Campus

c/o Northern Lights College
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

South-Central Regional Campus

Suite 302, 488 McLean St
Quesnel, BC
Canada V2J 2P2
Telephone (250) 991-7540
Toll Free 1-800-627-9931
Fax (250) 992-3346
www.unbc.ca/regops/sc

Wilp Wilxo'oskwhl Nisga'a

Box 237
New Aiyansh, BC
Canada V0J 1A0
Telephone (250) 633-2292
Toll Free 1-800-980-8838
Fax (250) 633-2463

President's Message



Welcome to UNBC.

As a research-intensive, small university, UNBC has placed a strong emphasis on graduate education. The university offers seventeen graduate programs, fifteen at the Masters level (twenty-seven if one includes the subfields in interdisciplinary programs) and two at the doctoral level. Approximately 12% of UNBC students are registered in graduate programs.

Graduate students make a strong contribution to the university and to the fulfillment of UNBC's mission to be a university in the north and for the north. The research that students engage in under supervision helps in the advancement of knowledge generally, and very often leads to the development of new knowledge and insights particularly relevant to the environmental, social, economic and cultural interests of northern British Columbia. In the case of professional programs, such as the MSW, MEd, and programs in the Health Sciences, graduate students enrich the quality of professional services in the north through their learning and applied research.

UNBC takes pride in the fact that graduate opportunities are made available to students both at the university's beautiful Prince George campus and in regional centres throughout northern BC. Through the high quality of its faculty, a well-developed research infrastructure, particularly in the sciences, and the tremendous research opportunities that exist in northern BC in all fields, UNBC offers graduate students a strong and supportive environment for graduate studies.

As a new graduate student, I welcome you as a member of UNBC's learning community and research team.

Charles Jago
President

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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 huna’ – 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

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.

Mission Statement

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 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 3,500 students and more than 450 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 Co-operative Education Department, a substantial program of Co-operative Education and Internships.

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 members of the Association of Circumpolar Universities, including universities in northern Scandinavia and Russia.

The University has also taken advantage of its location on the Pacific Rim and of the fact that some of the major exports of northern BC go to Pacific Rim nations. Faculty and student exchanges have been established with a number of universities in this major trading area.

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 main 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.

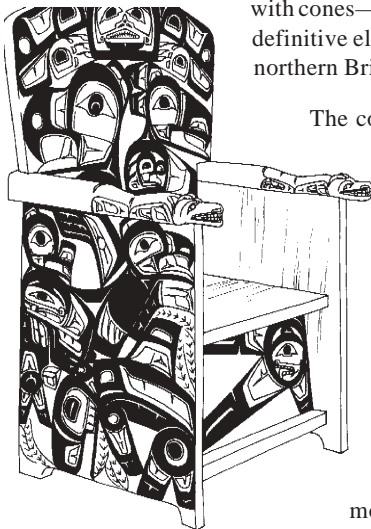
The Coat of Arms

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.



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 mace/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.



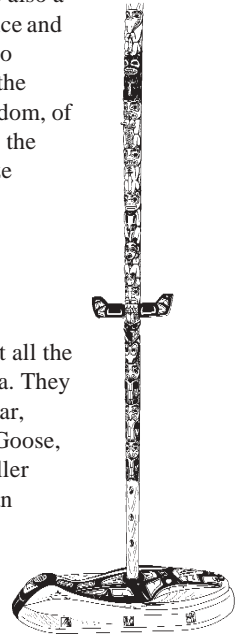
The compartment is the base on which the supporters stand. The Kermodei stands amongst mountains and trees which are distinctive of much of the region. To the right is a wheat field, distinctive of the Peace River region. Beneath the mountains and wheat field is a depiction of the ocean and orca, indicative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

The Motto

The motto, '*En cha huná*' (pronounced "enn chah huhNAH") is a saying of Carrier elders, with a direct translation "he/she also lives." 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 Mace

The mace/talking stick includes thirteen traditional Indian 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 mace/talking stick rests in a base of red cedar, carved in the form of a salmon. The mace, ceremonial chairs, and the doors to the University Senate were carved by Ron Sebastian.

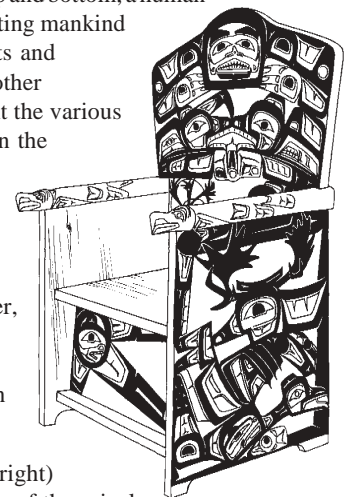


The Ceremonial Chairs

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 Nations 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.



Graduate Faculty

- Ackerman, Josef, Adjunct Professor, Environmental Science—BSc (Toronto) MA (New York State) PhD (Cornell)
- Alstrom-Rapaport, Cecilia, Assistant Professor, Ecosystem Science and Management—BSc (Uppsala) MSc (Wisconsin) PhD (Uppsala)
- Anderson, Margaret, Professor, First Nations Studies—BA MA PhD (Michigan)
- Arocena, Joselito M., Professor, and Chair of Graduate Committee for Natural Resources & Environmental Studies, Mathematical, Computer, and Physical Sciences, and Canada Research Chair, Soil and Environmental Science and Engineering—BSc MSc (Philippines, Los Banos) PhD (Alberta)
- Aravind, Alex, Assistant Professor, Mathematical, Computer, and Physical Sciences—BSc MSc (India) MTech (Indian Institute of Technology) PhD (Indian Institute of Science)
- Beattie, Greg, Adjunct Professor and Acting Program Chair, Social Work—BSW (Victoria) MSW (Dalhousie)
- Beaumont, Sherry, Associate Professor, Gender Studies, Psychology—BA Hons (St Thomas) MA PhD (Waterloo)
- Beeler, Karin, Associate Professor, Interdisciplinary Studies—BA Hons (British Columbia) MA PhD (Alberta)
- Beeler, Stan, Associate Professor, Interdisciplinary Studies—BA Hons MA (Dalhousie) PhD (Alberta)
- Bellefeuille, Gerard, Assistant Professor, Social Work—BSW MA (Victoria)
- Binnema, Theodore, Associate Professor, History—BA (Calvin College) MA PhD (Alberta)
- Blue, Ian, Professor and Program Chair, Nursing—BEd (South Australia) MEd (Deaking) PhD (Adelaide)
- Bluskov, Iliya, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc (Bulgaria) MSc (Victoria) PhD (Simon Fraser)
- Booth, Annie, Associate Professor, Gender Studies, Natural Resources & Environmental Studies—BA (Victoria) MES Arts and Planning (York) PhD (Wisconsin) MCIP
- Bouchard, Michel, Associate Professor, Interdisciplinary Studies—BA (Toronto) MA (Laval) PhD (Alberta)
- Bowles, Paul, Professor, and Program Co-Chair, International Studies—BSc Hons (Southampton) MA (Sussex) PhD (London School of Economics)
- Bowering, David, Adjunct Professor, Community Health Sciences—MD MSc (British Columbia)
- Brockett, Gavin, Adjunct Professor, History—BA (Victoria) MA (Simon Fraser) PhD (Chicago)
- Brown, Charles, Associate Professor, Mathematical, Computer, and Physical Sciences—BAsc and MAsc (British Columbia) PhD (Simon Fraser)
- Brown, Willow, Assistant Professor, Education—BEd (Saskatchewan) MEd (U of Alaska SE) PhD (Saskatchewan)
- Brunt, Howard, Professor, Community Health Science—BA (Florida), Associate Degree Nursing (Vermont), MA Nursing (Yale), PhD (Calgary)
- Budde, Robert, Assistant Professor, Interdisciplinary Studies—BEd BA MA (Manitoba) PhD (Calgary)
- Burton, Philip, Adjunct Professor, Natural Resources & Environmental Studies—BSc (Saskatchewan) MS (Hawaii) PhD (Illinois)
- Calm, Betty, Adjunct Professor, Community Health Science—MCISc (Western) CCFP (College of Family Physicians) MD (British Columbia)
- Casperson, David, Assistant Professor, Mathematical, Computer, and Physical Sciences—BSc Hons (Simon Fraser) MA PhD (Waterloo)
- Chasteauneuf, Colin, Assistant Professor, Education—BEd MEd PhD (Victoria)
- Chen, Liang, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc (Huazhong) PhD (Institute of Software, Academia Sinica)
- Chen, Jing, Assistant Professor, School of Business—BSc (Shanghai) MSc (Beijing) PhD (Michigan)
- Chipeniuk, Raymond, Associate Professor, Natural Resources & Environmental Studies—BA Hons (McGill) MA (Toronto) MPI (Ottawa) PhD (Waterloo)
- Choi, Sungchul, Assistant Professor, School of Business—BBA (Pusan) MBA (Pusan) PhD (Alberta)
- Connell, David, Assistant Professor, Natural Resources and Environmental Studies—BA (Toronto) BCom MBA (Windsor) PhD (Guelph)
- Coxson, Darwyn, Professor, Natural Resources & Environmental Studies—BSc (Lethbridge) PhD (McMaster)
- Croft, Elizabeth, Assistant Professor, School of Business—BA (British Columbia) MBA (York & Laval) PhD (British Columbia)
- Curry, John, Associate Professor, Natural Resources & Environmental Studies—BSc Hons (McGill) MA (Waterloo) PhD (British Columbia) MCIP
- Cutcliffe, John, Associate Professor, Community Health Science—RN BScN Hons (Leeds) PhD (Sheffield)
- Dawson, Russell, Associate Professor, Natural Resources & Environmental Studies—BSc PhD (Saskatchewan)
- Deagle, George, Adjunct Professor, Community Health Science—MD MClIn Sci (Western) CCFP FCFPC
- Deo, Balbinder, Assistant Professor, School of Business—BSc MSc (Armrtsar) MBA (Shimla) PhD (Ludhiana and Manitoba)
- DeWiel, Boris, Associate Professor, Political Science—BA (Athabasca) MA PhD (Calgary)
- Dickson, Lisa, Assistant Professor, Gender Studies and Interdisciplinary Studies—BA (Guelph) PhD (McMaster)
- Donker, Han, Associate Professor, School of Business—BA MA (Amsterdam) PhD (Tilburg)
- Ellis, Robert, Professor and Program Chair, School of Business—BA Hons (Carleton) MA PhD (Waterloo)
- Egger, Keith, Professor, Natural Resources & Environmental Studies—BSc (Calgary) PhD (Victoria)
- Espiritu, Aileen, Assistant Professor, History—BA (Carleton) MA PhD (Alberta)
- Evans, Michael, Adjunct Professor, First Nations Studies and Interdisciplinary Studies—BA (Victoria) MA PhD (McMaster)
- Ewert, Gerry, Adjunct Professor, Community Health Science—BA Hons MEd (Alberta) MEd PhD (Harvard)
- Facey, Ellen, Associate Professor, Gender Studies, Interdisciplinary Studies—BA (Western) PhD (Sydney)
- Fang, Tony, Assistant Professor, School of Business—BA (Shandong) MA (Memorial) PhD (Toronto)

- Faroni, Valerio, Adjunct Professor, Mathematical, Computer, and Physical Sciences—BSc (Pavia), MSc (Treiste), PhD (Treiste)
- Fondahl, Gail, Associate Professor, Gender Studies, Natural Resources & Environmental Studies—BA (Dartmouth College) MA PhD (California, Berkeley)
- Fredeen, Arthur, Associate Professor, Natural Resources & Environmental Studies—BSA Hons (Saskatchewan) PhD (California, Berkeley)
- Fredj, Karima, Assistant Professor, Economics—BA (Tunisia) MSc (Montreal) PhD (McGill)
- Garcia, Oscar, Professor, Natural Resources & Environmental Studies, and Endowed Chair, Forest Growth and Yield—MSc (Chile) PhD (Georgia)
- Gillingham, Michael, Associate Professor, Natural Resources & Environmental Studies—BSc (McGill) PhD (British Columbia)
- Gorrell, Andrea, Assistant Professor, Mathematical, Compute, and Physical Sciences—BSc (Texas A & M) PhD (Iowa State)
- Green, Scott, Assistant Professor, Natural Resources & Environmental Studies—AAS (New York) BA (Moody, Chicago) PhD (Wisconsin)
- Greenwood, Margo, Assistant Professor, Education, Gender Studies—BEd (Alberta) MA (Victoria)
- Grobbelaar, Barend, Adjunct Professor, Community Health Science—CCFP (College of Family Physicians) LMCC (Medical Council of Canada) MBBch BAO (National University of Ireland)
- Grzybowski, Stefan, Adjunct Professor, Community Health Science—LMCC (Medical Council of Canada) MD (British Columbia) MCISc (Western)
- Guest, Kristen, Assistant Professor, Gender Studies and Interdisciplinary Studies—BA (Western) MA (Western) PhD (Toronto)
- Hagen, Catherine, Adjunct Professor, Community Health Science—MD (Calgary) MSc (McGill) CCFP
- Hall, Kevin, Professor, Natural Resources & Environmental Studies—BA Hons (Swansea) MPhil (Reading) PhD (Orange Free State) DSc (Natal)
- Halseth, Greg, Professor, Natural Resources & Environmental Studies, and Canada Research Chair, Rural and Small Town Studies—BA (British Columbia) MA PhD (Queen's)
- Hanlon, Neil, Assistant Professor, Community Health Science and Natural Resources & Environmental Studies—BA (Ryerson) MA PhD (Queen's)
- Haque, Waqar, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc Hons (Pakistan) MSc (Alberta) MSc PhD (Iowa State)
- Harder, Henry, Associate Professor, Community Health Science and Program Chair, Disability Management and Psychology—BEd MA EdD (British Columbia)
- Hardy, Anne, Assistant Professor, Interdisciplinary Studies and Natural Resources and Environmental Studies—BSc (Tasmania) PhD (Queensland)
- Hardy, Cindy, Assistant Professor, Disability Management and Psychology—BA Hons (British Columbia) MA PhD (Concordia) R.Psych
- Harris, Heather, Assistant Professor, First Nations Studies—BA (Simon Fraser) MA PhD (Alberta)
- Hartley Ian, Assistant Professor, Natural Resources & Environmental Studies—BSc MSF (New Brunswick) PhD (British Columbia)
- Hartman, Bryan, Professor, Education—BA Ed. Cert. MA (British Columbia) PhD (Alberta)
- Hawkins, Chris, Associate Professor, Natural Resources & Environmental Studies, and Endowed Chair, Mixed Wood Ecology and Management—BSc Hons MSc (Simon Fraser) PhD (Australian National)
- Hawley, Alex, Associate Professor, Natural Resources & Environmental Studies—BSc Hons (Queen's) MSc (Manitoba) PhD (Saskatchewan)
- Healy, Theresa, Adjunct Professor, Gender Studies—MA (Saskatchewan) PhD (SFU)
- Healy-Ogden, Marion, Adjunct Professor, Community Health Science—BSN (British Columbia) MA (Victoria) MEd (Northern British Columbia) RN
- Hemingway, Dawn, Assistant Professor, Gender Studies, Social Work—BA (Simon Fraser) MSc MSW (Northern British Columbia)
- Herman, Arlene, Assistant Professor, Social Work—BSW MSW (Temple)
- Holler, Jacqueline, Assistant Professor, History and Interdisciplinary Studies, and Coordinator, Gender Studies,—BA MA (Simon Fraser) PhD (Emory)
- Horne, Dee, Associate Professor, Gender Studies, Interdisciplinary Studies,—BA (McGill) MA PhD (Toronto)
- Hougesen, Brent, Adjunct Professor, Community Health Science—MD (Toronto) CCFP (EM) FRCPC CCFP CCML
- Hussein, Ahmed, Professor, Mathematical, Computer, and Physical Sciences—BSc (Alexandria) MSc PhD (Alberta)
- Hutchings, Kevin, Associate Professor, Interdisciplinary Studies—BA (Guelph) MA (McMaster) PhD (Hamilton)
- Huynh, Hanh, Assistant Professor, Community Health Science—
- Hyndman, Jennifer, Associate Professor, Mathematical, Computer, and Physical Sciences—BMath (Waterloo) MA PhD (Colorado)
- Jackson, Peter, Associate Professor, Natural Resources & Environmental Studies—BSc Hons PhD (British Columbia)
- Jago, Charles, Professor, History—BA (Western), PhD (Cambridge)
- Jensen, Erik, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc Hons (Victoria) PhD (Cambridge)
- Johnson, Christopher, Assistant Professor, Natural Resources and Environmental Studies—BSc (Victoria) PhD (Northern British Columbia)
- Keener, Lee, Professor, Mathematical, Computer, and Physical Sciences—BA (Amherst College) MSc (Rensselaer Polytechnic) MSc (Oregon) PhD (Rensselaer Polytechnic)
- Kelly, Karen, Associate Professor, Community Health Science—RN (Fanshawe) BSN (Alberta) MSc (Queen's) PhD (Alberta)
- Kelm, Mary-Ellen, Associate Professor, Gender Studies, History—BA (Windsor) MA (Simon Fraser) PhD (Toronto)
- Koehn, Corinne, Assistant Professor, Education—BA MA (Victoria) PhD (Victoria) R. Psych
- Korkmaz, Elie, Professor, Mathematical, Computer, and Physical Sciences—BSc (Lebanese) MSc PhD (Indiana)
- Kumar, Pranesh, Associate Professor, Mathematical, Computer, and Physical Sciences—MSc PhD (Indian Agricultural Research Institute)
- Lapadat, Judith, Professor, Education, Gender Studies—BA Hons MSc (British Columbia) PhD (Simon Fraser)
- Lavallee, Loraine, Assistant Professor, Natural Resources & Environmental Studies, Psychology—BA MA PhD (British Columbia)

GRADUATE FACULTY

- Lazenby, Richard, Associate Professor, Interdisciplinary Studies—BA MA (Simon Fraser) PhD (McMaster)
- LeBlanc, Suzanne, Adjunct Professor, Gender Studies—BA MA PhD (Toronto)
- Lee, Chow H., Associate Professor, Mathematical, Computer, and Physical Sciences, Natural Resources & Environmental Studies, and NCIC Research Scientist—BSc Hons (New South Wales, Australia) PhD (Flinders, Australia)
- Lettinga, Neil, Adjunct Professor, History—BA (Calvin College) MA PhD (Johns Hopkins)
- Lewis, Kathy, Associate Professor, Natural Resources & Environmental Studies—BSF (British Columbia) MS (Virginia Polytech and State) PhD (Oregon State)
- Li, Han, Associate Professor, Psychology—BEd Hons (Hua-Zhong NU) MPH (North Carolina) MA PhD (Victoria)
- Li, Jianbing, Assistant Professor, Natural Resources & Environmental Studies—BSc MSc (Wuhan) PhD (Regina)
- Lindgren, Bo Staffan, Professor, Natural Resources & Environmental Studies—MPM PhD (Simon Fraser)
- MacLeod, Martha, Associate Professor, Community Health Science, Nursing—BA MA (Toronto) PhD (Edinburgh) RN
- MacMillan, Peter, Associate Professor, Education—BSc Ed. Cert. MA (British Columbia), PhD (Alberta)
- MacPhail, Fiona, Associate Professor, Gender Studies, International Studies—BA Hons MA (Guelph) MA (Sussex) PhD (Dalhousie)
- Madak, Paul, Professor, and Program Chair, Education—BA (St. Bonaventure) MA PhD (Manitoba)
- Mandy, Margot, Associate Professor, and Chair of Graduate Committee for Mathematical, Computer, and Physical Sciences—BSc Hons (Acadia) MSc PhD (Toronto)
- Mann, Patrick, Adjunct Professor, Mathematical, Computer and Physical Sciences—BSc (Western Ontario) MSc (Lakehead) DPhil (Oxford)
- Martel, Gordon, Professor, History—BA Hons (Simon Fraser) MA (Tufts & Harvard)
- Mason, Allan, Assistant Professor, Social Work—BA BSW MSW (British Columbia) PhD (Victoria)
- Massicotte, Hugues, Associate Professor, Natural Resources & Environmental Studies—BSCA (Laval) MSc PhD (Guelph)
- Matsuba, Kyle, Assistant Professor, Psychology—BSc (Toronto) BA MA PhD (British Columbia)
- McDonald, Jim, Associate Professor, Interdisciplinary Studies—BA Hons (Manitoba) MA (Alberta) PhD (British Columbia)
- McGill, William, Professor, Natural Resources & Environmental Studies—BSA Hons MSc (Manitoba) PhD (Saskatchewan)
- McGregor, Cathy, Lecturer, Education—BEd Hons (Victoria) MEd (SFU)
- Medd, Lorna, Adjunct Professor, Community Health Science—BA BSc MD (Manitoba) MSc (British Columbia) FRCPC
- Menounos, Brian, Assistant Professor, Natural Resources & Environmental Studies—BA MA (Colorado) PhD (British Columbia)
- Michalos, Alex, Adjunct Professor, and Professor Emeritus, Political Science,—BA (Western Reserve) MA BD PhD (Chicago)
- Michel, Paul, Acting Program Chair, First Nations Studies—MEd (Simon Fraser)
- Mills, Antonia, Associate Professor, First Nations Studies, Gender Studies—BA Hons PhD (Harvard)
- Mohamed, Moustafa, Associate Professor, Mathematical, Computer, and Physical Sciences—MSc (Cairo) PhD (Alberta)
- Montgomery, Patrick, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc MSc (Victoria) PhD (Alberta)
- Morrison, William, Professor, History—BA Hons MA (McMaster) PhD (Western)
- Mothus, Trudy, Lecturer, Education—BEd (Victoria) MEd (Northern British Columbia)
- Munton, Don, Professor, Interdisciplinary Studies, International Studies—BA MA (British Columbia) PhD (Ohio State)
- Murray, Brent, Assistant Professor, Natural Resources & Environmental Studies—BSc MSc (Alberta) PhD (McMaster)
- Myers, Heather, Associate Professor, International Studies—BA Hons MA (Toronto) MPhil PhD (Cambridge)
- Nolin, Catherine, Assistant Professor, Gender Studies, Interdisciplinary Studies, Natural Resources & Environmental Studies—BA (Calgary) MA PhD (Queen's)
- Opio, Chris, Assistant Professor, Natural Resources & Environmental Studies—BScF (New Brunswick) MEds (Calgary) PhD (Alberta)
- Otter, Ken, Associate Professor, Natural Resources & Environmental Studies—BSc (British Columbia) MSc PhD (Queen's)
- Owen, William, Assistant Professor, Psychology—BSc Hons (Augustana University College) MA PhD (Saskatchewan)
- Palmantier, Montgomery (Monty), Lecturer, Education—BEd Post Bachelor Diploma (British Columbia) MEd (Simon Fraser)
- Parker, Katherine, Associate Professor, Natural Resources & Environmental Studies, and Ian McTaggart Cowan Muskwa Kechika Research Professor—BA MA PhD (Washington State)
- Payne, Geoffrey, Assistant Professor, Interdisciplinary Studies—BSc MSc PhD (Memorial)
- Peters, Heather, Assistant Professor, Social Work—BA (Saskatchewan) BSW (British Columbia) MSW (Carleton)
- Petticrew, Ellen, Associate Professor, Natural Resources & Environmental Studies—BSc Hons (Queen's) MSc (British Columbia) PhD (McGill)
- Plourde, Guy, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc (Quebec) MSc PhD (Manitoba)
- Poff, Deborah, Professor, Gender Studies, Political Science—BA Hons (Guelph) BA Hons (Queens) MA (Carleton) PhD (Guelph)
- Polajnar, Jernej, Associate Professor, Mathematical, Computer, and Physical Sciences—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
- Prkachin, Glenda, Assistant Professor, Psychology—BA Hons MA (Carleton) PhD (British Columbia)
- Procter, Dennis, Assistant Professor, Education—BSc Hons (Canterbury) BEd (Calgary) Ed. Cert. MSc (British Columbia) PhD (Alberta)
- Rader, Steve, Assistant Professor, Mathematical, Computer, and Physical Sciences—BA (Swarthmore College) PhD (California-San Francisco)
- Rahemtulla, Farid, Lecturer, Interdisciplinary Studies,—BA (Alberta) MA (Toronto) MA (Simon Fraser)

- Randall, James, Professor, International Studies, Natural Resources & Environmental Studies—BA Hons MA (York) PhD (Washington)
- Rapaport, Eric, Assistant Professor—Natural Resources & Environmental Studies—BSc (Madison) MSc PhD (RIT Stockholm)
- Reimer, Kerry, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc (British Columbia) MSc PhD (Simon Fraser)
- Rezaei, Siamak, Associate Professor, Mathematical, Computer, and Physical Sciences—BSc (Shiraz) MSc (Azad) PhD (Edinburgh)
- Romanets, Maryna, Assistant Professor, Gender Studies, Interdisciplinary Studies—MA (Chernivtsi) PhD (Ukrainian National Academy of Arts and Sciences), PhD (Saskatchewan)
- Rutherford, Michael, Associate Professor, Natural Resources & Environmental Studies—BSc Hons (British Columbia) PhD (Alberta)
- Safaei, Jalil, Assistant Professor, International Studies—BA MA (Shiraz, Iran) PhD (Manitoba)
- Sanborn, Paul, Associate Professor, Natural Resources & Environmental Studies—BA MA (Shiraz, Iran) PhD (Manitoba)
- Sangha, Dave, Assistant Professor, Social Work—BA BSW MSW (British Columbia)
- Sarikaya, Behcet, Professor, Mathematical, Computer, and Physical Sciences—BSc MSc (METU) PhD (McGill)
- Schell, Charles, Lecturer and MBA Program Director—BA (Victoria) MBA (Concordia) MPhil (Manchester)
- Schmidt, Glen, Associate Professor, Social Work—BA BSW (Manitoba) MSW (British Columbia) PhD (Memorial)
- Schokking, Ian, Adjunct Professor, Community Health Science—MD (Toronto) MSc (McGill) CCFP
- Schorcht, Blanca, Assistant Professor, Interdisciplinary Studies—BA MA PhD (British Columbia)
- Shawana, Perry, Associate Professor, and Program Chair, First Nations Studies—Native Law Program (Saskatchewan) LLB (British Columbia)
- Shegelski, Mark, Professor, Mathematical, Computer, and Physical Sciences—BSc Hons (Calgary) MSc PhD (British Columbia)
- Siakaluk, Paul D., Assistant Professor, Psychology—BA MSC (Calgary) PhD (Alberta)
- Shrimpton, Mark, Associate Professor, Natural Resources & Environmental Studies—BSc (Victoria) MSc PhD (British Columbia)
- Shultis, John, Associate Professor, Natural Resources & Environmental Studies—BSc Hons (Trent) PhD (Otago)
- Smith, Angèle, Assistant Professor, Gender Studies, Interdisciplinary Studies—BA (Toronto) MA (McMaster) PhD (Massachusetts)
- Smith, Heather, Associate Professor, Gender Studies, and Program Co-Chair, International Studies—BA (Alberta) MA PhD (Queen's)
- Snadden, David, Associate VP Medicine, Professor, and Program Chair, Community Health Science—MAST PHDL (Dundee)
- Spurrell, Lloyd, Associate Professor, School of Business—BA Hons MSc (Calgary) PhD (Nebraska)
- Stark, Martha, Adjunct Professor, Mathematical, Computer, and Physical Sciences—BA (Swarthmore) PhD (San Francisco, California)
- Straussfogel, Debra, Associate Professor, Natural Resources & Environmental Studies—BS MS PhD (Penn State)
- Sui, Jueyi, Assistant Professor, Natural Resources & Environmental Studies—BEng MEng (Hefei) DrInu (Germany)
- Summerville, Tracy, Assistant Professor, Political Science—BA Hons MA (Western) PhD (Laval)
- Swainger, Jonathan, Associate Professor, and Program Chair, History—BA (Lethbridge) MA (Calgary) PhD (Western)
- Tait, Robert, Professor, Psychology—BA MA (Queen's) PhD (Iowa)
- Tallman, Rick, Assistant Professor, School of Business—BSc (Manitoba) MBA (Toronto) PhD (Manitoba)
- Tang, Youmin, Associate Professor, Natural Resources & Environmental Studies, and Canada Research Chair, Climate Prediction and Predictability—BSc MSc (Nanjing) PhD (British Columbia)
- Tam, Dora, Assistant Professor and Field Director, Social Work—BSW PgDip SW (Hong Kong Polytechnic) MSW (Manitoba) PhD (Calgary)
- Tang, Kwong Leung, Professor, Social Work—BSoc Sc Hons MSW (Hong Kong) MSc (London School of Economics) LLB Hons (London) LLM (Cambridge) PhD (California, Berkeley)
- Thommasen, Harvey, Adjunct Professor, Community Health Science—BSc (McGill) MD MSc (British Columbia) Certification in Family Medicine, College of Family Physicians of Canada
- Thring, Ron, Professor, Natural Resources & Environmental Studies, Mathematical, Computer, and Physical Sciences—BSc (Botswana and Swaziland) MSc (Bradford UK) MSc (Saskatchewan) PhD (Sherbrooke)
- Tousignant, James, Adjunct Professor, Community Health Science—BA Hons (Alberta) MSc (Washington) PhD (Washington)
- Transken, Si Chava, Assistant Professor, Social Work—BA BSW (Laurentian) MA PhD (Toronto)
- Usman, Lantana, Assistant Professor, Education—Ed. Cert. BEd MBA MEd (Ahmadu Bello) PhD (Alberta)
- Vaillancourt, Anita, Assistant Professor, Social Work—BSW Hons (Laurentian) MSW (Calgary)
- Voaklander, Don, Associate Professor, Community Health Science—BPE (Alberta) MSc (Queen's) PhD (Alberta)
- Wagner, Shannon, Assistant Professor, Disability Management—BA MSc PhD (Northern British Columbia)
- Walters, Samuel, Associate Professor, Mathematical, Computer, and Physical Sciences—MA PhD (Dalhousie)
- Wang, Baotai, Assistant Professor, International Studies—BA MA (People's University of China) MA (Windsor) PhD (Dalhousie)
- Wheate, Roger, Associate Professor, Mathematical, Computer, and Physical Sciences, Natural Resources & Environmental Studies—BSc Hons (St Andrews) MA (Queen's) PhD (St Andrews)
- Whitcombe, Todd, Associate Professor, Mathematical, Computer, and Physical Sciences, Natural Resources & Environmental Studies—BSc Hons PhD (Victoria)
- Wilkening, Ken, Assistant Professor, International Studies—BA MS PhD (U Wisconsin Madison)
- Wilkerson, Orland, Assistant Professor, Natural Resources & Environmental Studies—BA (Abilene) BSc PhD (Victoria)
- Wilson, Gary, Assistant Professor, Political Science—BA (Carleton) MA PhD (Toronto)
- Wint, Eleanor, Assistant Professor, Social Work—BSc (West Indies) MSW (Boston College) PhD (West Indies)

GRADUATE FACULTY

Wright, Pamela, Associate Professor, Natural Resources & Environmental Studies—BSc HBOR (Lakehead) MSc PhD (Ohio State)

Young, Jane, Assistant Professor, Natural Resources & Environmental Studies—BSc (York) MSc (Guelph) PhD (Toronto)

Young, John, Assistant Professor, and Program Chair Political Science—BA Hons (Alberta) MA (Carleton) PhD (Toronto)

Zahir, Saif, Associate Professor, Mathematical, Computer, and Physical Sciences—ME (Wisconsin) PhD (Pittsburgh)

Zimmer, Lela, Assistant Professor, Community Health Science—Dipl Nursing (BCIT) BSN (Northern British Columbia)

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 Ms. Alison Nussbaumer—University Librarian
 Mr. John DeGrace—Registrar (non-voting)

Senate *(continued)*

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 Dr. Stan Beeler
 Dr. Ted Binnema
 Ms. Dawn Hemingway
 Dr. Kevin Hutchings
 Dr. Bill Morrison
 Dr. Dennis Procter
 Mr. Farid Rahemtulla

College of Science and Management Faculty Members

Dr. Charles Brown
 Dr. Art Fredeen
 Dr. Erik Jensen
 Dr. Margot Mandy
 Dr. Patrick Montgomery
 Dr. Christopher Opio
 Dr. Eric Rapaport

Faculty Members at Large

Dr. Ahmed Hussein
 Dr. Aileen Espiritu

Students – Undergraduate

Jennifer Kennedy-Pannett
 Zoe Le Fevre
 Kiarash Naziripour
 Stephanie Wilson
 Nicole Zutz

Students – Graduate

Brian Milakovic
 Bruce Muir
 Scott Scholefield
 Dana Small

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Darren Ditto
 Erin Kinghorn
 Ryan Matheson
 Karl Penner

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Deanna Nyce

Lay Senators (Regional Representatives)

Beverley Anderson (Aboriginal Representative)
 Rocque Berthiaume (NWCC Region)
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Associate Vice-President UNBC/Associate Dean NMP, UBC, —David Snadden, MAST PHDL (Dundee)
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Dean of the College of Science and Management—William McGill, BSA Hons MSc (Manitoba) PhD (Saskatchewan)
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Co-op Co-ordinator—David Woodward, BA (Victoria)
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Manager of Financial Services and Systems—Leanne Murphy, CMA
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Housing and Conference Services Manager—Randall Brazzoni, BPE (Calgary)

Office of First Nations Centre

Director—Paul Michel, MEd (Simon Fraser)

Health and Safety Office

Health and Safety Manager—Peter Hickey, BGS (Simon Fraser)

Human Resources

Director—Jackie Podger, BA Hons (Waterloo) MIR (Queen's) MA (Royal Roads)

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Director—Carolyn Russell, BA (Northern British Columbia)

Procurement, Contract Administration and Risk Management

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Regional Chair, Northwest—Judith Lapadat, BA Hons MSc (British Columbia) PhD (Simon Fraser)
Regional Chair, Peace River-Liard—Orland Wilkerson, BA (Abilene Christian) BSc PhD (Victoria)
Regional Chair, South Central—Dennis Macknak, Acting, BA Hons MA (Saskatchewan)

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MSW (Dalhousie)
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(Alberta) RN
Learning Skills Centre Co-ordinator—Lyn Benn, BA
(Avensland University of Technology) MEd (Queensland)
Disabilities Services Advisor—Maureen Hewlett, BA Hons
(Lakehead), MSc (Northern British Columbia)

University Library

University Librarian—Alison Nussbaumer, BA MLS (Alberta)
Instructor/Data Librarian—Gail Curry, BSc Hons (McGill)
MLS (British Columbia)
Distance and Document Delivery Librarian—Nancy E. Black,
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Acquisitions Librarian—Joanne Matthews, BA BLS (Alberta)
Catalogue Librarian—Eleanor Annis, BA (Lethbridge) MLIS
(Western Ontario) MA (Leicester)
Electronic Services Librarian—Charles Hogg, BA (Northern
British Columbia) MLIS (British Columbia)
Head, Archives and Special Collections—Ramona Rose, BA
(Memorial) MMS (Toronto) MA (British Columbia)
Circulation/Reference Librarian—Jo Ann Murphy, BA
(Lethbridge) MLIS (Alberta)
Education Librarian—Heather Empey, BA (Augustana
University College) MLIS (Alberta)
Northern Health Sciences Librarian—Trina Fyfe, BA
(Waterloo) MSt (Toronto)

Programs

Community Health Science (MSc)

Disability Management (MA)

Education (MEd):

- Curriculum and Instruction
- Counselling

First Nations Studies (MA)

Gender Studies (MA)

History (MA)

Interdisciplinary Studies (MA)

International Studies (MA):

- Regional Relations
- International Development
- Global Environmental Policy

Mathematical, Computer, and Physical Sciences (MSc):

- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources and Environmental Studies (MA):

- Geography
- Environmental Studies
- Tourism

Natural Resources and Environmental Studies (MSc):

- Biology
- Environmental Science
- Forestry
- Geography
- Recreational Resource Management

Natural Resources and Environmental Studies (MNRES)

Natural Resources and Environmental Studies (PhD)

Political Science (MA)

Psychology (MSc, PhD)

Social Work (MSW)

Services and Facilities

■ Introduction

UNBC is a student-centred university committed to providing students with high quality services. On the Prince George campus, student service operations (Office of the Registrar (Academic Advising), Student Services, the International Centre, Learning Skills, 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.

■ Administrative Computing Services

The Administrative Computing Services department at UNBC is responsible for implementing, supporting and maintaining core administrative systems. These include systems for Finance, Human Resources, Purchasing, Payroll, Registration, Admissions, Records, Recruitment, Facilities, Housing and Conference Services, Copy Services, campus Smart Card, Bookstore, Development, Co-operative Education and Financial Aid. Administrative Computing Services provides support and maintenance for desktop machines in various administrative areas.

■ 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 not only serves to promote and coordinate the efforts of its members on a social basis, but also acts as a liaison between the graduates and the University.

For more information, please contact the Alumni Association at www.alumni.unbc.ca or toll free at 1-877-WE-R-UNBC or (250) 960-5620.

■ Bookstore

The bookstore's primary role is to stock all required and optional course materials for classes taught at each UNBC campus. You will also find a variety of school supplies and computer accessories. Academic pricing is available on many software packages. A full complement of reference books and study aides are in stock for each semester. Any title not in stock can be ordered. The bookstore is your UNBC logo headquarters. A great selection of UNBC clothing, giftware and novelty items are always available. As well as being the official Timberwolves outlet, the bookstore carries a full line of Alumni products. Visit our web site www.bookstore.unbc.ca.

■ Centres

Centre for Teaching and Learning

The Centre for Teaching and Learning collaborates with faculty to promote quality teaching as an institutional goal, support pedagogical innovation and encourage faculty to learn from each other and their own past experience in an iterative cycle of personal development. Support for the adoption of elearning methods, digital content production, mentoring in the use of software by instructors, guest instruction in the use of applied computing technology are provided by a project leader and a team of student assistants. Partnership in development grants, research and graduate projects with a significant applied computing component, are also supported, when feasible. The Centre for Teaching and Learning has an Advisory Committee, chaired by the Director of Regional Operations and the Learning has an Advisory Committee, chaired by the Director of Regional Operations and the Dean of Graduate Studies. Products and services include an annual teaching conference, a UNBC teaching manual, management of the dynamic content model for course development, the online newsletters, "Thinking Outloud" and "Tech Tips", personal consultation and/or collaboration on teaching challenges, access to specialized software for instructional projects, presentations, workshops and web course development.

Northern FIRE: The Centre for Women's Health Research at UNBC

The Northern FIRE, located at UNBC, is the Centre for Women's Health Research. Northern FIRE is a research centre created by feminist researchers, health care providers, community groups and policy makers dedicated to improving women's health. The mandate is to facilitate research on the social determinants of health for marginalized women.

Therefore, the focus is on research and policy development which will improve the health of women who face disadvantages due to socio-economic status, race, culture, age, sexual orientation, geography, disability and/or addiction.

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/.

Communications

The Office of Communications is concerned with various aspects of public affairs. This involves work such as media relations, various major and minor publications, broadcast materials, promotional world wide web pages, internal and external newsletters, photography, VIP and other visits, special events, support to the marketing and development programs, visual identity, community relations, speaker panels, issues management, and alumni relations.

Computing and Telecommunications Services

The role of Computing and Telecommunications Services (CTS) at UNBC is to provide support to faculty, students and staff in areas of computing as they apply to teaching and research. CTS maintains microcomputer (PC and Mac) labs for student use. These labs are used both for classroom teaching as well as for drop-in usage by students. CTS maintains and administers the campus fibre optic backbone network and provides network services such as e-mail, world wide web and internet access. Every student is provided with a computer account. CTS is responsible for supporting the high performance computing facility for faculty research. CTS is also responsible for campus phones as part of telecommunications services. CTS looks after the computing needs of regional students as well. Please direct inquiries to Help Desk located in Room 5-123, phone 960-5680 or email support@unbc.ca

Conference and Events Services

Conference and Events Services offers the facilities and professional staff to make a conference or meeting a huge success. Accommodations, catering, meeting space, audiovisual, and conference management can be handled quickly and efficiently.

For large scale conferences, a full conference management package unique to each event can be provided. Packages include pre-conference services such as web page design, receipt of registration and payments and data management. The mailout of confirmation letters and creation and distribution of conference material for delegates can be managed. During the event staff will be on hand to help with any last minute requirements.

UNBC provides a beautiful setting to create the perfect atmosphere for a variety of events. The campus has an abundance of natural light provided by large atriums and skylights. Built in a park-like setting, the campus offers easy access to many trails and provides fine views of the Rocky Mountains.

Co-operative Education Office

UNBC's Co-operative Education Office is dedicated to helping students find term employment related to their studies. The office offers year-round assistance to Co-op students accepted into the program, including the following services:

- career and job placement counselling
- labour market information
- job search assistance
- business profiles
- assistance with résumés, cover letters and interviews
- access to job search reference library
- access to Co-op facilities and equipment (faxing, mailing, interview rooms, etc.) as part of the job placement process
- job placement assistance
- Co-op course registration assistance
- work site visits
- work term evaluations by employers and Co-op staff
- work term report evaluations
- post employment debriefing

Copy Services

Copy Services is located in the Agora between Food Services and the Bookstore. High volume copying, colour photocopying or document binding services are available to all students.

Coin and Debit Card Photocopiers are conveniently located in the Northwood Winter Garden, Main Floor of the Library, Upper Floor of the Library, and outside Copy Services.

Contact Copy Services at local 6464 or 6466 if any copiers require servicing.

■ Cornerstore

The Cornerstore is the convenience store on campus. You will find also UNBC logo items, general reading material, stamps, bus passes, and giftware.

■ Development Office

The Office of University Development is responsible for developing and maintaining long-term relationships with alumni, friends, corporations, small businesses, associations, foundations, and government agencies. The Development Office supports the University's priority funding needs and works to ensure a broad base of support for the future through various fund raising initiatives.

The Development Office oversees the annual giving, major gifts and planned giving programs, and plans and coordinates special events to recognize the University's donors.

The generous financial and in-kind support and investment UNBC receives from donors helps students support the costs of their education and rewards student achievement. Support from donors also improves the university's educational and recreational facilities, enhances UNBC's teaching and research capacities, supports student success by providing enhanced services, and meets the challenge of improving access to university for the First Nations of northern BC.

Donors interested in establishing new awards are encouraged to contact the Office of University Development at 1-866-960-5750 or devoff@unbc.ca.

■ Educational Media Services

Educational Media Services (EMS) is located on the third floor of the library building. EMS provides faculty, students and staff with operational and technical assistance, repair services, video and audio equipment/services, and slide or full-page scanning stations.

EMS provides multimedia services on both Macintosh and PC platforms. They have the capability to capture and edit video and audio on PC platforms and can provide digital printing services on 35 mm film, or full colour on 8.5 x 11 paper and transparencies.

For more information or a complete list of equipment available for sign-out or services, please feel free to drop by, or check out their web page at www.unbc.ca/ems

■ Facilities and Security

Facilities is responsible for all aspects of operation and maintenance of buildings, grounds, and mechanical equipment. This includes waste removal, snow removal, landscaping, and janitorial services.

Additional responsibilities include internal room booking, parking, and rental vehicles.

Facilities is also responsible for security on campus. The BC Corps of Commissionaires 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.

■ 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, administration of the campus Smart Card system, 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.

■ 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. 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, aboriginal peer counselling, helping circle, and a lively program of speakers and cultural activities.

■ Food Services

The University has four food outlets: the Food Court, the Northwood Winter Garden Deli, the Starbucks Kiosk, and the Tim Hortons Kiosk.

The Food Court features a wide range of food for all tastes: hot entrées, salads, sandwiches, pizza and pastas, burgers, muffins and pastries, stir fry, gourmet ice cream, plus coffee, tea, pops and juices.

The Northwood Winter Garden Deli, a licensed facility, features sandwiches, pizza, subs, nachos, hot dogs, beef dip, cappuccino, specialty scones, chili, pop and juice.

The Starbucks Kiosk offers a variety of specialty coffee, juices, frappuccino, biscotti, scones, and cookies.

The Tim Hortons Kiosk offers Tim Hortons desserts, specialty coffees, soup and sandwiches.

Both on- and off-campus students can purchase meal and debit plans, accepted at all food outlets on campus.

The catering service offers a range of services including breakfast, lunches, dinners, and receptions.

Food service at UNBC is provided by Chartwells, a member of Compass Group Canada.

Vending Services

Snack and pop vending machines are located throughout campus. Some machines are equipped to accept the University's Smart Card.

■ 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 located on two floors of the Library Building, with the main entrance on the second floor. The library is open seven days a week during the Fall and Winter Semesters and is closed on all holidays observed by the University. Professional librarians offer reference support to assist students in optimizing their use of library resources. The library's online public access catalogue can be accessed through its web site at <http://lib.unbc.ca>.

The library's collection consists of approximately 192,000 books, 1,300 current journal subscriptions, 3,200 audiovisuals, and 404,000 microforms. Noteworthy resources include an extensive collection of electronic bibliographical and full-text research databases, data files, and electronic reference materials; a selection of important microform collections, including regional 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 pre-1920 Monographs and Early Canadiana Online collections and the Gerritsen collection.

UNBC students have timely access to items in other library collections through the library's interlibrary loan service. Instructions for initiating interlibrary loan requests are available on the library's web site.

The library offers an intensive instruction program aimed at developing students' research skills. This instruction is accomplished through help pages, which are accessible through the library's home page; one-to-one assistance at the Reference Desk; class sessions, which are booked by faculty; and workshops offered at the beginning of each semester. Information and sign-up instructions for workshops are posted at the Reference Desk and on the library's web site.

Specialized equipment includes computer workstations adapted for use by the visually impaired and those with learning disabilities, a CCTV, and a wheelchair accessible table.

For more information about library resources and services, please visit the library's web site at <http://lib.unbc.ca>. Contact the Reference Desk (960-6475) for research assistance or the Circulation Desk (960-6613) for questions related to borrowing materials.

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 960-6603 or by archives@unbc.ca.

■ Human Resources Department

Located at 1022 in the Administration Building, the Human Resources department is staffed by six full-time employees and is responsible for the planning, implementation and management of employee relations, non-faculty recruitment and employment processing, orientation, staff benefits, training and development, equity, diversity, records management, classification and compensation.

The HR department can assist faculty and students with completing hiring forms, and provide information or advice on employment contracts, recruiting processes, and employment standards.

■ Institutes

Institute for Social Research and Evaluation

The Institute for Social Research and Evaluation (ISRE) is a research institute located at the University of Northern British Columbia but operating in partnership with a number of local government and non-government agencies including the City of Prince George and the Northern Interior Regional Health Board. ISRE undertakes broad-based public opinion polling (with in-person or telephone interviews or mailout surveys), special targeted surveys (e.g., related to health, employment, crime, family issues, etc.), focus groups, and the evaluation of public and private programs.

Northern Land Use Institute

The Northern Land Use Institute works toward improving land use, resource, and environmental decision-making in northern communities. Initially supported by an endowment fund from the BC Real Estate Foundation and by additional partnership with the Muskwa-Kechika Trust Fund, the Institute promotes collaborative, inter-disciplinary research in partnership with northern communities, First Nations,

public agencies, and the private sector. For more information, please see the Institute's web site at <http://unbc.ca/nlui/>.

Rural and Remote Health Research Institute

People living in rural and remote communities have life experiences that are distinct from people living in urban communities. The research needs and approaches required to study and understand rural health are equally distinct. In order to address the unique requirements of rural and remote health research, the Rural and Remote Health Research Institute has been approved in principle. The Rural and Remote Health Research Institute is expected to:

- undertake and facilitate health research activities for the benefit of people in the rural, remote, and northern communities
- foster the development of innovative and interdisciplinary research in rural and remote health research
- advance the level and breadth of health research undertaken at UNBC
- offer additional venues for research opportunities and activities across a number of UNBC programs
- serve as a dedicated vehicle for the promotion of basic and applied research

■ Institutional Analysis and Planning

Institutional Analysis and Planning is housed in the Office of the President. The staff works with senior administration on matters regarding external statistical analysis and reporting, enrolment analysis and projection, market analysis, and planning, accountability, and budget.

■ International Centre

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 International Operations.

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.

International Operations 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 Centre located on Student Services Street.

■ Office of Graduate Studies

The Office of Graduate Studies is responsible for the administration of the educational requirements of graduate students. The Office assists graduate students with the following: interpretation of policies in the UNBC Graduate Calendar; scheduling and administering theses/project defences; assisting graduate students in applying for exchange status pertaining to the Western Deans Agreement; providing forms relating to Graduate Studies (excluding admission and registration forms); administration of the Graduate Student Conference Travel Grant Competitions; administration of fellowship and scholarship programs such as CIHR, NSERC, and SSHRC.

Parking

There are three main lots available for parking on campus. Parallel parking is also permitted on Ring Road and EFL Road (between appropriate signage and appropriate times). 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. 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.

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

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.

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 Regional Office for information and assistance. See inside back cover for contact information.

The University maintains cooperative program and service arrangements with the three northern colleges: College of New Caledonia, Northern Lights College, and Northwest Community College, as well as with the University College

of the Cariboo. 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 and the college partner. Full information can be obtained through UNBC Regional Campuses.

Northwest Regional Campus

In the Northwest, courses are offered in many communities in the region, including Campus Northwest in Terrace. In the summer, Courses on the Coast are mounted in an intensive format in Prince Rupert and Skidegate. These courses focus on contemporary issues in the region and the art and science of place. In the region, the University offers undergraduate, graduate, and professional programs in First Nations Studies, Social Work, Education and Community Health. Other courses are offered by distance in a variety of formats.

Peace River-Liard Regional Campus

UNBC's Peace River-Liard Regional Campus is located with Northern Lights College's Fort St. John Campus. UNBC has developed a strong partnership with Northern Lights College and School District #60 and is a member of the Alaska Highway Consortium on Teacher Education (AHCOTE). Most courses are taught face-to-face in Fort St. John and Dawson Creek, and many are teleconferenced to students throughout the region, as well as to the Northwest and South-Central Regions. UNBC also offers Spring/Summer courses every other year in Tumbler Ridge.

In the Peace River-Liard Region, students have the opportunity to pursue course work leading to degrees in Arts, Sciences, Natural Resource Management, Social Work, Education, Environmental Studies, and Environmental Planning. UNBC provides third and fourth-year courses for students in the AHCOTE program, primarily in English, History and Geography. Students also have access to a number of Web and teleconferenced courses delivered from Prince George and other UNBC regions.

South-Central Regional Campus

The South-Central Region includes the following major communities: 100 Mile House, Burns Lake, Fort St. James, Fraser Lake, McBride, Quesnel, Valemount, Vanderhoof and Williams Lake. UNBC offers courses in cooperation with the Williams Lake campus of the University College of the Cariboo, the College of New Caledonia, and other local educational agencies.

In the Region we offer a wide variety of UNBC courses to assist students in achieving their goals of obtaining a degree, enhancing knowledge of their career or pursuing general interests. Offerings to date have included Anthropology, Commerce, English, First Nations Studies, Geography,

History, Nursing, Psychology, Social Work, Women's Studies and others. Delivery is face-to-face or via a range of distance delivery modes including audioconference and Web. Degrees may be completed in Social Work, Nursing, English and History in Quesnel, and in First Nations Studies in Williams Lake.

UNBC Distance Delivery

Audio-conferencing between locations and web courses accessible from any receptive platform are the mainstays of UNBC's distance delivery. Students can find out what courses are available for a given term via the Courses Offered choice at <https://www.unbc.ca/>. Web courses are listed under the location World Wide Web regardless of whether they originate in Prince George or are taught by regional faculty. Web courses may also be taken by students outside UNBC's region, provided the students are registered with UNBC.

Regional campuses are the best source of assistance for students in regional centres. For general assistance, contact Regional Operations at UNBC, (250) 960-5584. All regional delivery is supported by intercampus mail delivery and a 1-888 number available to students via their regional campuses.

Students may need to attend a linked classroom at a regional centre to participate in audio-conferencing. To access a web course, students will need a suitable web browser with a working internet connection. Technical trouble shooting is offered by the Centre for Teaching and Learning at (250) 960-5613. A preliminary trial may be recommended to confirm the student is comfortable with the WebCT program in which web courses are developed. Using WebCT, students are able to submit work, access lectures and hold discussions.

Regionally offered courses are also delivered by traditional methods at regional campuses by visiting faculty, in time-compressed and intensive formats, or via mixed methods with some direct contact.

Risk Management and Safety

The Risk Management and Safety Office is located in 1085 of the Administration Building and provides key support and training for student services, research, teaching and Administrative Services. For more information please contact the Risk Management & Safety Office at (250) 960-5020 or e-mail safety@unbc.ca.

Office of the Registrar

The Office of the Registrar is responsible for many aspects of a student's life. The Office handles academic advisement, letters of permission & qualification for graduation, student recruitment, including school visits, campus tours and special events; undergraduate and graduate admissions, including assessment of transfer credit; registration; records management, including student records, student appeals, and transcripts; the annual Convocation ceremony; and scheduling, including courses and exams.

In addition, the Office provides secretarial support to Senate and Senate Sub-Committees and interprets the collection and dissemination of information for the Freedom of Information and Protection of Privacy Act. The Office of the Registrar prepares for production many University publications including the Calendars and the Viewbook.

Senate Secretariat

The Senate Secretariat is responsible for coordinating Senate and Senate committee meetings, publishing their minutes, and conducting annual elections for representatives to Senate. The Secretariat also maintains an archival record of all Senate decisions and background materials.

University Housing/Residence

Housing Services, located in the lower level of Residence Neyoh, is responsible for the on-campus residences and for maintaining an off-campus housing registry.

On-Campus Housing

UNBC residences offer reasonably priced apartment style accommodations that are clean, comfortable, safe and convenient for single university students. As an integral part of the educational program and academic support services, University Housing provides a comprehensive Residence Life program which further promotes and enhances the overall educational experience and academic success of students.

Each residence building contains two and four bedroom suites, all fully self-contained. The kitchen contains a full size range and refrigerator; the large common area contains a dining table with four chairs, a sofa and a coffee table.

Each bedroom is fully furnished with a large, single bed (with drawers located beneath), bookshelf, desk and chair. A computer outlet is located in each bedroom. This allows students to connect to the University's computer network, for those with appropriate hardware and software.

Demand for on-campus housing is high, so it is important to apply early. Applications will be accepted starting February 1 for next Fall Semester. Every student entering directly from highschool, and who also has been accepted by the university is guaranteed residence accommodation

SERVICES AND FACILITIES

provided that all applications are completed and submitted by March 15. Students can make application by mail or through the Internet. For more information visit our web site at <http://www.unbc.ca/housing/>.

Off-Campus Housing

Housing services maintains a comprehensive off-campus housing registry. The registry is available on the web at <http://www.res.unbc.ca/off-campus>. The cost to place a listing on the web is \$10.00 per four month term.

■ Student Services

The primary goal of Student Services 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 Services includes Personal and Career Counselling Centre, Learning Skills Centre, Awards, Financial Aid and Student Employment Centre, Athletics and Recreation Centre, Health and Wellness Centre, Disability Services, Orientation Programs, and Campus Chaplaincy.



Athletics and Recreation

Athletics

UNBC is a member of the British Columbia College Athletic Association. Both men's and women's Varsity basketball teams compete within this provincial league which leads to a national championship.

The athletic program also includes Junior Varsity teams consisting of hockey, soccer, and Nordic skiing. These teams compete in local leagues as well as travel to tournaments and competitions throughout the province.

All new and returning students are encouraged to take an active role in UNBC athletics, whether it's through participating on a team or providing cheering support.

Further information concerning contact names, schedules or other information on the UNBC athletic program is available at (250) 960-6358, or by visiting the web site at www.unbc.ca/athletics.

Awards, Financial Aid, and Student Employment

UNBC's Awards, Financial Aid, and Student Employment 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, employment opportunities, and other forms of financial assistance. Pro-active, skill-enhancing workshops such as résumé writing, job interview

preparedness, and budgeting are also offered throughout the academic year. The office is located on Student Services Street in the Agora of the Prince George campus. Service is also available through Regional Offices.

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

Career Development Services

UNBC encourages students to explore their career options and prepare for the job market. Visit Career Services, located on Student Services Street. Information sessions and counselling 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, and an annual Career Fair is held every March.

Counselling Centre

The UNBC Counselling Centre provides confidential personal and career counselling to UNBC students. Service is provided individually and through groups and we link students to community resources. We also operate the Career Centre to assist students in career research and planning. Students in the Regional Campuses can contact the Counselling Centre by obtaining the Distance Education toll free number from their regional office.

In addition to counselling, we also provide consultation, workshops, training, and events to the UNBC community. Our office is located on Student Services Street in the Agora of the Prince George campus. Check out our web site at www.unbc.ca/counsel.

Fitness Centre

Be Active! Relieve stress, take a break from your studies and get in shape; check out the on-campus Fitness Centre. The heart of fitness and health activities includes three squash courts, one racquetball court, full weight, cardio and circuit rooms, a studio room, and a variety of aerobic and recreation classes, to cater to all abilities and fitness levels. Dry saunas are available for after work-out relaxation. Beach volleyball courts are available in the summer and are used as an ice rink in the winter

Health and Wellness Centre



The Health and Wellness Centre provides confidential services to students in an on-campus location. The goals of the Centre are: to help students manage short term illnesses, and to cope with other health problems while pursuing educational studies, to promote wellness, and to encourage healthy lifestyles. Services and programs are developed and delivered in partnership with students themselves, staff, faculty, student groups on campus, and various community resources. Students are encouraged to volunteer in various

Health and Wellness Centre activities, and participate on the Health Council.

All UNBC students are strongly advised to carry health care insurance through their home province, British Columbia, or privately. Insurance is not required for most Centre services.

Specific services include:

1. health and wellness information resources
2. wellness promotional events and activities
3. nurse and physician clinics
4. psychiatric services
5. health care insurance information

Information on UNBC's Health and Wellness Centre is available on the Health and Wellness Centre's web site at www.unbc.ca/wellness/.

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.

Learning Skills Centre

The Learning Skills Centre is committed to promoting student achievement and retention, to developing independent, effective life-long learners through supporting innovation in learning and teaching. We do this through the provision of one-to-one tutoring in writing, study skills, Math/Stats, Physics, and technology; generic and tailored workshops; web information, print and audio-visual resources; faculty consultations; and the Supplemental Instruction program. For more information visit our web site at www.unbc.ca/lsc.

Students with Disabilities

The University of Northern British Columbia encourages academically qualified persons with disabilities to apply for admission to its programs. A variety of services is 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 documented disabilities are encouraged to contact Disability Services as early as possible to discuss academic accommodations. There are four general steps required for processing accommodation requests:

1. request for accommodation
2. documentation
3. needs assessment; and

4. decision and implementation

As these steps should be completed before classes commence, the University encourages students seeking accommodation to contact Disability Services at least one month before the term commences. If special transportation needs or extensive physical modifications are anticipated, the student should meet with the Disabilities Advisor several 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. Disability Services 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 Disability Services web site at www.unbc.ca/disabilities.

The University buildings were designed to meet the needs of those with mobility problems, and wheelchair access and special parking facilities are available.

Recreation and Intramural Activities

The UNBC recreation program encourages active participation of all physical abilities in a variety of activities. Take the opportunity to try something new. Explore the variety of recreation classes offered every Fall and Winter. Classes are offered in the area of martial arts, dance, language, arts, native art, craft, leisure and hobby. Try one — you may discover a new interest or talent.

The intramural sports program at UNBC strives to provide students and employees with the opportunity to participate in team and individual sports through a variety of leagues, tournaments and special events. Everyone is encouraged to participate! Some of the sports include three-on-three basketball, indoor soccer, floor hockey, and volleyball. Sign up takes place every Fall and Winter. For further information, please call (250) 960-6366 or check out the website at www.unbc.ca/fitness.

■ University of the Arctic, International Academic Office

The University of Northern British Columbia is a member institution of the University of the Arctic. In that capacity UNBC hosts the International Academic Office for the UArctic, which coordinates the academic activity for the UArctic Bachelor of Circumpolar Studies. For more information please contact the Academic Coordinator at (250) 960-5133.

■ UNBC Smart Card

Every student, faculty or staff member at the University of Northern British Columbia will receive an official identification card known as Smart Card. The card will show the name, identification number and photograph of the card holder and grant borrowing privileges at the library and access to the fitness centre. Smart Card uses both microchip and magnetic stripe technology that allow it to operate as an electronic purse. There are four different plans available: Smart Card Plan, Book Plan, Meal Plan, and Chart Plan.

Smart Card Debit Plan

Monies can be placed on the Smart Card at the Cashier's Office or at the self serve cash-to-card machines located on the Prince George Campus. Once money has been added to the card, it can be used in most vending machines, to pay for laser printing and photocopying, in the laundry machines in residence, in the bookstore and in all food service locations.

Please note funds deposited onto the Smart Card Plan should be treated the same as cash in a wallet. If the card is lost or stolen, the funds on the card are also lost and the University assumes no responsibility. To minimize the risk of loss, a maximum of \$100.00 can be loaded on the card at any one time.

Smart Card Book Plan

The Book Plan was established to allow students and/or parents to allocate money to pay for all bookstore purchases. Money may be added to the Book Plan at the Cashier's Office during regular working hours and may be used only in the bookstore. The Book Plan may continue to be used until the balance reaches zero.

Students may request a refund of any balance remaining on the Book Plan from the Cashier's Office. The student can move the balance to their student account, transfer it to the Smart Card Plan or elect to receive a refund cheque (two to three weeks is required to process a cheque).

The Book Plan is an online system and uses the magnetic stripe on the card. As the card itself carries no funds, there is no risk of loss to the user if the card is lost or stolen.

Smart Card Meal Plan

The Meal Plan is a convenient way for students to pay for food services on campus. Meal Plan purchases of \$800.00 or greater per semester are exempt from GST and receive discounted prices. On average, a Meal Plan of \$800.00 will provide approximately 10 meals per week, a Meal Plan of \$1,200.00 will provide approximately 15 meals per week and a Meal Plan of \$1,600.00 will provide approximately 20 meals per week. Meal Plan can be used at all food service outlets on campus, but may not be used to purchase alcoholic beverages.

Refunds may be requested from a Meal Plan at any time from the Cashier's Office. Please be advised that UNBC has a statutory requirement to collect the GST for meals purchased on a Meal Plan if, as a result of a refund request, the Meal Plan amount falls below the \$800.00 per semester limit for GST exemption. Please allow two to three weeks for a refund cheque.

The Meal Plan is an online system and uses the magnetic stripe on the card. As the card itself carries no funds, there is no risk of loss to the user if the card is lost or stolen. Meal Plans expire at the end of each semester and the balance is returned to the student account (less GST where applicable).

Smart Card Chart Plan

The Chart Plan is for students who will not be eating all of their meals on campus but would still like the convenience of prepaying their food service purchases. The student may purchase a Chart Plan for as little as \$100.00. While all purchases made with a Chart Plan are subject to GST they also receive discounted prices. The Chart Plan can be used at all food service outlets on campus but may not be used to purchase alcoholic beverages. Chart plans are non-refundable as the student controls how much they wish to purchase. Chart Plans have no expiry date.

The Chart Plan is an online system and uses the magnetic stripe on the card. As the card itself carries no funds, there is no risk of loss to the use if the card is lost or stolen.

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 are Pacific, except where specified.

Holidays

The University is closed on the following holidays. Specific dates of closure are noted in the Sessional dates Page 34-35.

New Year's Day	January
Good Friday	April
Easter Monday	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 Fall and Winter hours. Contact these services to inquire about Summer hours of operation.

Cashier's Office

Monday to Friday 9 am-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

International Centre

Monday to Friday 9 am – 4:30 pm

Office of the Registrar – Service Counter and Advising

Monday to Friday 9 am – 4 pm

Student Services – Service Counter

Monday to Friday 9 am – 4 pm

Bookstore

Monday to Thursday 9 am – 5 pm
Friday 9:30 am – 5 pm

The Corner Store

Monday to Thursday 9 am - 6 pm
Friday 9:30 am - 6 pm
Saturday 11 am – 4 pm

Educational Media Services

Monday to Thursday 8:30 am – 8:30 pm
Friday 8:30 am – 4:30 pm
Saturday 12 pm – 4 pm

Fitness Centre

Monday to Friday 6:30 am – 10 pm
Saturday 8 am – 10 pm
Sunday 10 am – 10 pm

Food Court and Tim Hortons

Monday to Thursday 7:30 am – 7 pm
Friday 7:30 am – 4:30 pm

Graduate Student Society

Monday, Tuesday, Thursday 10 am – 2 pm

Northwood Winter Garden Deli

Monday to Thursday 1 pm – 9:30 pm
Friday 1 pm – 10 pm
Saturday 9 am – 7 pm
Sunday 11:30 am – 7 pm

Starbucks

Monday to Friday 8 am – 4 pm

REGIONAL CAMPUSES

All regional campuses close one hour for lunch — some from 12 pm – 1 pm and others from 12:30 pm – 1:30 pm.

Northwest – Terrace

Monday to Friday 8:30 am – 4:30 pm

Peace River – Liard – Fort St. John

Monday to Friday 8:30 am – 4:30 pm
(Mountain Standard Time)

South-Central – Quesnel

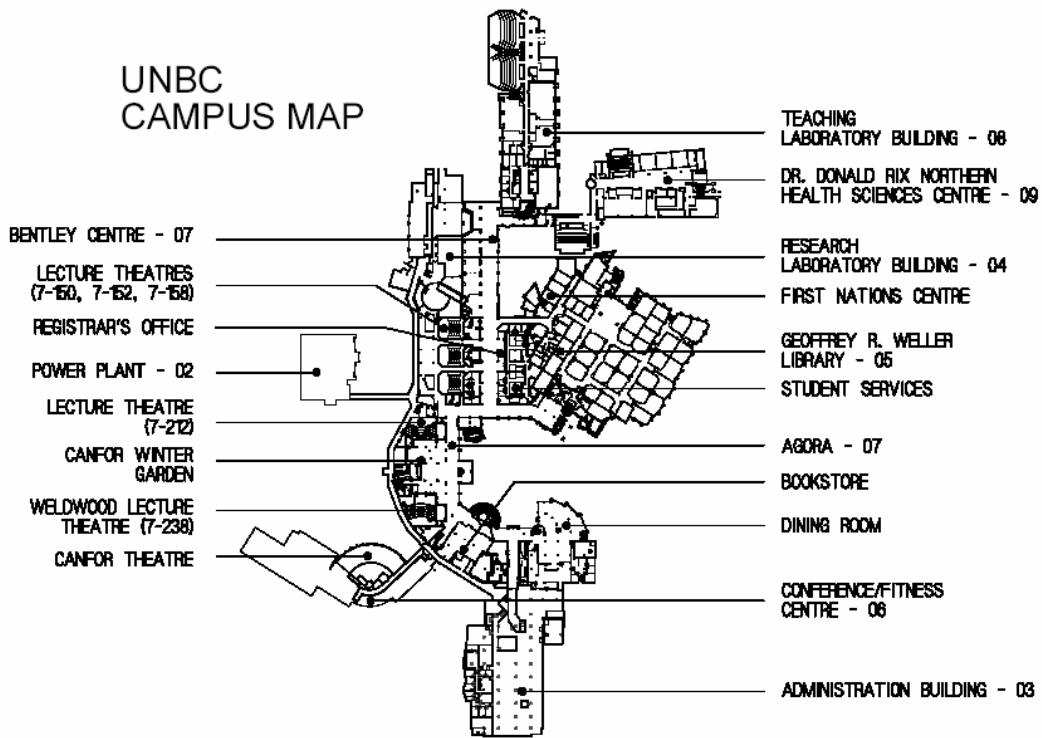
Monday to Friday 8:30 am – 4:30 pm

Prince George Campus

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!



Fees

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 Fall 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 2004-2005. The fees for 2005-2006 have not been set as of the date of printing.

Tuition Fee Units for Full-Time Graduate Students:

The full-time Basic Tuition Fee Unit is \$1,249.40 per semester for Canadian Citizens, permanent residents, and international students, **with the following exceptions:**

Program	Basic Tuition Fee Unit
Master of Social Work	\$1463.00
Master of Education	\$1706.83
Master of Arts in Disability Management	\$1584.92
Master of Science in Community Health	\$1584.92

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

Tuition Fee Units for Part-Time Graduate Students:

The part-time Basic Tuition Fee Unit is \$660.40 per semester for Canadian citizens, permanent residents, and international students, **with the following exceptions:**

Program	Basic Tuition Fee Unit
Master of Social Work	\$768.08
Master of Education	\$896.09
Master of Arts in Disability Management	\$832.08
Master of Science in Community Health	\$832.08

The **minimum fee for the Master's degree** is twelve part-time tuition fee units. Doctoral programs are not available on a part-time basis.

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 \$440.00 per semester.

Fees

Non-Degree Graduate Students:

Non-degree graduate students are charged \$694.93 for each course attempted.

Additional Semester Fees:

Identity	Per Semester Fee
Student Service fee	\$35.91
Student Society fee	\$33.33
Smart Card fee	\$5.70
Intramural Recreation & Fitness fee (Prince George students only)	\$35.00
PGPIRG fee	\$4.00
Late Registration fee (if applicable)	\$100.00

One-Time Fees:

Identity	Fee
Application fee-domestic	\$50.00 to accompany application for admission
Application fee-international	\$250.00 to accompany application for admission
Document Evaluation fees	\$40.00 (for out of province or out of country secondary and post-secondary documents, non-refundable)
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, non-refundable)
Re-application fee	\$100.00
National Library of Canada Submission fee	\$37.00 currently per copy
Smart Card Replacement	\$15.00 per lost card
Thesis Bookbinding fee	\$25.07 per bound copy (tax included)
Calendar fee	\$3.00 (not applicable to new applicants if sent with registration package)
NSF charge	\$15.00 on returned cheques

Fees

Parking Fees:

Parking	Fees
Daily	\$1.00 to maximum of \$2.00 which is valid through until 6 a.m. the following morning.
Semester Permit	\$128.40 including GST
Annual Permit	\$385.20 including GST
Reserved Permit (Staff/Faculty)	\$642.00 including GST (subject to availability)
Carpool permit	\$22.47 per month including GST (for details see Parking Services)

Residence Fees:

Residence	Fees
Application fee	\$25.00 (non-refundable)
Security Deposit	\$200.00 (this deposit is refundable subject to conditions and timelines as outlined in the UNBC Residence License Agreement)
Residence Life fees	\$20.00 per semester
Two bedroom units	\$2,195.97 per semester per occupant
Four bedroom units	\$1,930.70 per semester per occupant
Residence Parking	\$173.00 per semester, including GST
Housing	Housing fees include: telephone services with voice mail, high-speed internet connection with cable vision services.

Outstanding Accounts are subject to a monthly service charge of 2% on the outstanding principal (26.02% 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 for the payment of tuition fees. 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.

Student Services Fee

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

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.

Document Evaluation Fee

This fee will only be waived for participants in a recognized UNBC exchange program. The fee is non-refundable.

■ Payment Due Date

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

■ 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 can 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.

Dates	Fee Reduction Schedule For Non-Degree and Audit Only Students
September Semester:	
September 19, 2005	Last day to add/drop without financial penalty
October 19, 2005	Last day to add/drop without academic penalty, 50% refund
January Semester:	
January 16, 2006	Last day to withdraw without financial penalty
February 22, 2006	Last day to withdraw without academic penalty from Program
*For condensed courses and Spring/Summer Intersession courses, fee reduction schedules vary and are posted with course registration material.	

■ Payments

Payments can be made by cash, debit card, cheque, American Express, MasterCard, Visa 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 should be made payable to the *University of Northern British Columbia* and must reach UNBC by the due date. The University is not responsible for payments lost in the mail.
- **in person:** at the cashier's counter located in the Office of the Registrar during regular business hours. Tuition payments are also accepted at UNBC's regional offices in Terrace, Fort St. John and Quesnel.
- **by VISA/MasterCard/Debit Card:** will be accepted in person by the Cashier.
- **by Internet:** American Express, MasterCard, and Visa payments will be accepted using the UNBC web site for students. Any questions regarding making payments may be directed to the Cashier's Office at (250) 960-5631 or Accounts Receivable at (250) 960-5576.

■ 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 Add/Drop Period*:

The Fee/Reduction Schedule will apply to non-degree graduate students or Audit only graduate students who withdraw from courses. Refunds can be applied for at the cashier's counter after the add/drop 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. See Fee Reduction Table p. 34

■ 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 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 enrol in a university-sponsored plan which costs \$148 for three months of coverage.

Students must contact the International Centre to enrol in the private insurance plan or to receive a waiver of the medical insurance fee. Please note that simply paying the \$148 fee does not fulfil 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 web at www.unbc.ca/policy under FINANCE.

Sessions

Academic Year

The academic year extends from September 1 to August 31. Most of the University course offerings are available during the day and courses are also available in the evening during the September and January Semesters.

September Semester

The September Semester runs from early September to mid December.

January Semester

The January Semester runs from early January to late April.

May Semester

The May Semester runs from May to August with a break and includes Spring and Summer Intersessions.

2005 – 2006 Semester Dates

2005 September Semester

September

5	Monday	Labor Day, University closed
6	Tuesday	First day of classes, September Semester <u>All</u> September Semester fees due
15	Thursday	Application Deadline for Graduate Studies for the January Semester
19	Monday	Last day to change register or to change registration Last day to withdraw from program without financial penalty Last day to change September Semester courses from audit to credit or from credit to audit

October

10	Monday	Thanksgiving Day, University closed
19	Wednesday	Last day to withdraw from September Semester courses without academic penalty

November

10	Thursday	Semester Break. No classes
11	Friday	Remembrance Day, University closed
15	Tuesday	Application Deadline to apply for non-degree status for January Semester

December

1	Thursday	Last day of classes
5	Monday	First day of exam period
16	Friday	Last day of exam period
24-31	Sat-Sat	University closed

2005 – 2006 Semester Dates

2006 January Semester

January

1	Sunday	New Year's Day, University closed
3	Tuesday	First day of classes <u>All</u> January Semester fees due
16	Monday	Last day to register or to change registration Last day to withdraw from program without financial penalty Last day to change January Semester courses from audit to credit and from credit to audit Application Deadline for Psychology (MSc) and (PhD) Programs for September 2006 Semester

February

13	Monday	Beginning of Mid-Semester Break. No classes February 13-17 Application Deadline for UNBC administered Graduate Awards
15	Wednesday	Application Deadline for Graduate Studies for May and September Semester.
22	Wednesday	Last day to withdraw from January Semester courses without academic penalty

March

1	Wednesday	Application Deadline to graduate in 2006
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April

5	Wednesday	Last day of classes
7	Friday	First day of exam period
14	Friday	Good Friday, University closed
17	Monday	Easter Monday, University closed
18	Tuesday	Application Deadline for non-degree status for May Semester Application Deadline for Disability Management (MA) Program for September 2006 Semester
22	Saturday	Last day of exam period
28	Friday	Deadline to complete all requirements for the Master's and PhD programs for graduation

2006 May Semester

May

1	Monday	First day of classes, May Semester and Spring Intersession <u>All</u> May Semester fees due
8	Monday	* Last day to add/drop Spring Intersession courses without financial penalty
15	Monday	Last day to register or to change registration *Last day to withdraw from program without financial penalty Last day to change May Semester courses from audit to credit and from credit to audit
22	Monday	Victoria Day, University closed
26	Friday	Convocation

2005 – 2006 Semester Dates

June

14	Wednesday	First day of exam period, Spring Intersession
19	Monday	Last day of exam period, Spring Intersession Summer break begins for May Semester, no classes
26	Monday	Classes resume for May Semester

July

1	Saturday	Canada Day, University closed
3	Monday	University closed (maintenance shutdown)
4	Tuesday	First day of classes, Summer Intersession <u>All</u> Summer Intersession fees due
10	Monday	* Last day to add/drop Summer Intersession courses without academic penalty

August

7	Monday	BC Day, University closed
11	Friday	Last day of classes, Summer Intersession and May Semester
14	Monday	First day of exam period, Summer Intersession and May Semester
15	Tuesday	Application Deadline for non-degree status for September Semester
18	Friday	Last day of exam period, Summer Intersession and May Semester

* For Spring and Summer Intersession courses, and for condensed courses, the last day for academic withdrawal is indicated in the course-specific documentation

Senate Meeting Dates 2005-2006

SEPTEMBER 14, 2005	JANUARY 11, 2006	MAY 10, 2006
OCTOBER 12, 2005	FEBRUARY 8, 2006	JUNE 14, 2006
NOVEMBER 9, 2005	MARCH 8, 2006	JULY 12, 2006
*DECEMBER 14, 2005	*APRIL 19, 2006	AUGUST 9, 2006

*Senate meetings are usually held on the 2nd Wednesday of each month except during exam weeks, when the meetings are moved to the next available Wednesday.

Graduate Studies Admissions and Regulations

■ 1.0 General Admission

Application material is available from the Office of the Registrar or from the web site, www.unbc.ca/graduate studies. 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 Graduate Studies 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.

The deadlines for application to Graduate Studies are February 15 for September Semester and May Semester admission and September 15 for January Semester admission. Individual programs may set other deadlines.

The deadline for application to the Psychology Program is January 15 for September Semester admission.

The deadline for application to the Disability Management Program is April 15 for September Semester admission.

Applications for admission should be submitted as early as possible to the Office of the Registrar. Applications received after the deadlines may not be processed in time to permit admission.

Intake to Graduate Studies is normally in the September Semester. However, some programs have intake in the January Semester as well.

Admission to Graduate Studies 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 Graduate Studies must indicate, in writing, their intention to accept or decline the offer of admission **within thirty days. Failure to notify the University may result in cancellation of the offer of admission.**

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

- 1. Application form for admission to Graduate Studies**
- 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)**

The following programs require the submission of additional application material in order to complete the application: Community Health Science; Disability Management, Educational Counselling; History; Interdisciplinary Studies; International Studies; Mathematical, Computer, and Physical Sciences; Natural Resources and Environmental Studies; 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 should be able to demonstrate an acceptable level of proficiency in the use of English to receive and participate in classroom instruction and discussion as well as 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.

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

TOEFL (Test of English as a Foreign Language) score of at least 570 in the paper-based test and at least 230 in the computer based test. UNBC's institutional TOEFL code is 0320. **Note:** Applicants taking the new TOEFL exam (September 2005 and beyond) must score at least 89.

IELTS (International English Language Testing System) score of at least 6.5 in the Academic Reading and Writing Module.

LPI (Language Proficiency Index) score of at least 5.

CAEL (Canadian Academic English Language) Assessment score of at least 70.

A final grade of 75% (B) or better in English 12 from the British Columbia secondary system.

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 Studies

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 Graduate Studies 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 A grade point average of at least 3.0 (B) in the work of the last 60 credit hours (approximately the last two years) leading to the Baccalaureate degree is required for entry. Please 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 Graduate Studies 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 Studies 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 Studies.

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 3.0 (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 Studies. 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 Graduate Studies.

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 Studies 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 coursework.

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 form for admission to Graduate Studies and the completed and duly signed Western Deans'

Agreement form from the Dean of Graduate Studies 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 coursework.

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 coursework applied for must complete an application form for admission to Graduate Studies, 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. Non-degree graduate students must be Canadian citizens or permanent residents.

1.5.4 If a student admitted as a non-degree student is later admitted to a graduate degree program, coursework 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 Studies.

1.6 Auditing Graduate Courses

An individual who is either a graduate student or holds a four-year Baccalaureate degree as defined in 1.3.1 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 the 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 Studies together with proof of degree conferral. 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.

1.7 Upgrading for Admission to Graduate Studies

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 Studies 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 area not satisfied and upon the recommendation of the Program concerned, the Dean of Graduate Studies may approve a pre-entry program of undergraduate coursework totalling at least 12 credit hours of upper division courses. An average of not less than 3.33 (B+) must be achieved in the coursework, 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 Studies 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 in Graduate Studies.

1.8 Permission for Undergraduates to Take Graduate Coursework

1.8.1 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 coursework 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 Studies. 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.

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

1.9 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 it 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 Graduate Studies 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 Re-registration

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 who have withdrawn from their Graduate program and later wish to return to Graduate Studies must reapply, pay the reapplication fee, and provide a letter to the Graduate Studies Officer stating their rationale for wishing to return to Graduate Studies at the University of Northern British Columbia.

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.

2.3 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 Graduate Studies during any semester is 18 credit hours of coursework or 15 credit hours of coursework 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 Studies.

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 Studies, 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 Graduate Studies and have their transcript indicate that they were in good standing when they withdrew, must apply in writing to the Dean of Graduate Studies, with supporting documentation from their supervisor. The 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 Studies, 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 coursework.

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. Forms for this purpose are available at the Office of Graduate Studies. Students must include an outline of the coursework 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 Studies, the university concerned will be notified by the Office of Graduate Studies. 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 Studies regulations. If students are unsure about any aspect of the Graduate Studies regulations, they should contact the Office of the Registrar or the Office of Graduate Studies.
- 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 Academic Standards for Master's Degree 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 Graduate Studies 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 Graduate Studies 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 4.1.6*).

Before the thesis, project, or practicum is written, the student should contact the Office of Graduate Studies 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 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.

4.1.5 UNBC course requirements and applicability of transfer of credit At least half of the coursework taken must be completed as a degree candidate in Graduate Studies at the University of Northern British Columbia and be UNBC courses. On the recommendation of the Program concerned, the Dean of Graduate Studies 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 Graduate Studies 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 Studies; and
- d. must not have been used to obtain any degree, diploma, certificate, or other credential.

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 Studies at the University of Northern British Columbia.

4.1.6 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 If a degree is not awarded within five 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 Studies. Such requests for time extension must be made in writing to the Dean of Graduate Studies 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.

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 Studies on the advice of the supervisor and supervisory committee.

4.3.1 Students must attain a semester grade point average of at least 3.0 (B) for every semester in which they are registered. Individual programs may set higher standards. Any student with a semester grade point average below 3.0 will not be allowed to register in the next semester until their academic performance has been reviewed by their supervisory committee and continuation in Graduate Studies is approved by the committee and the Dean of Graduate Studies.

4.3.2 Every grade lower than B– in a course taken for credit in Graduate Studies must be reviewed by the supervisory committee and a recommendation must be made to the Dean of Graduate Studies 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 Studies.

4.3.3 Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the Dean of Graduate Studies 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 Studies.

4.3.5 Conditions may be imposed by the Dean of Graduate Studies 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 Studies.

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 Studies. 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; to meet periodically to facilitate appropriate supervision of the thesis, project, or practicum; participation in a final oral examination when the Program prescribes such an examination.

The committee shall consist 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. Degrees by project, etc. may be examined and certified in a manner agreed upon by the Program and the Dean of Graduate Studies.
- 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 Studies at least six weeks before the anticipated date of oral examination. Two copies of the document will be required by the Office of Graduate Studies upon submission of the *Request for Oral Examination and Appointment of an External Examiner* form. One copy of the document will be forwarded to the External Examiner by the Office of Graduate Studies. Regulations covering the format of Graduate Studies' Documents may be obtained from the Office of Graduate Studies, or from the web site, www.unbc.ca/graduatestudies.
- c. Before proceeding to the oral examination, all courses taken for credit in Graduate Studies must be completed with a cumulative grade point average of not less than 3.0 (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 Studies (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 Studies is eligible to serve as the Dean's nominee.

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 Graduate Studies, or from the website, www.unbc.ca/graduatestudies.

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 Studies (see 4.5.1).

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 Studies 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 Studies within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

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 Studies 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 Graduate Studies.

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.

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.
- b. For Master's candidates, submission of two final copies of the thesis, project, or practicum. 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 Graduate Studies or from the Graduate Studies website: www.unbc.ca/graduatestudies.
- 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). All students must check their fee status with the Graduate Studies Officer at the Office of the Registrar.

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 calendar.

6.0 Research Services

All matters concerning the administration of research grants and contracts are handled by the Office of the Vice-President Research, 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 the Vice-President Research. The Office of the Vice-President Research 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.
- 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 Studies 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;
- 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 Studies.

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 Studies. 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 defence 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 Graduate Studies; 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 Studies 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 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.

7.6.1 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.

7.6.2 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 Studies. Such requests for time extension must be made in writing to the Dean of Graduate Studies 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.

7.6.3 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.

7.7 Academic Supervision

7.7.1 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 Studies.

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

7.7.2 Supervisory Committee Each student will have a supervisory committee nominated by the Program and approved by the Dean of Graduate Studies. 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 Studies whether or not a degree shall be awarded to the candidate.

The composition of the Doctoral supervisory committee shall be 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.

7.8 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 Graduate Studies, 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 Graduate Studies.

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 Studies.

7.9 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.

7.9.1 Formation of the Examining Committee The final oral examining committee for the Doctoral degree shall consist of the Dean of Graduate Studies or designate as Chair, the supervisory committee, and at least one other 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 Studies 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 strengths and weaknesses should accompany the declaration. A declaration of satisfactory does not constitute final approval of the dissertation. A judgement of unsatisfactory performance by a member of the supervisory committee will be reviewed by the Dean of Graduate Studies, but normally constitutes grounds for not sending a copy of the dissertation to the external examiner.

7.9.2 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 Studies who makes the formal invitation to the external examiner.

The Dean of Graduate Studies 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 Studies 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 Studies, 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 Studies 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 Graduate Studies.

7.9.3 Changes in the Examining Committee The Dean of Graduate Studies 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 Graduate Studies 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.

7.9.4 Approval For Advancement to the Oral Examination The Office of Graduate Studies must receive all examiners' reports at least two weeks prior to the intended date of the oral examination.

7.9.5 Guidelines For Advancement to the Oral Examination When considering the candidate's advancement to the final oral examination, the committee of internal examiners 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 Graduate Studies shall send copies of all reports to each internal dissertation examiners and also to the candidate.
- b. If one or more of the reports judge the dissertation to need major revisions, the Office of Graduate Studies shall send copies of all the reports to each internal dissertation examiner 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 committee of internal examiners 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 internal examiners judge an unfavorable report by an external examiner to be unwarranted, they may recommend, through the Graduate Program Chair, that the Dean of Graduate Studies submit the dissertation to a second external examiner.

7.9.6 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 examining 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 examining committee and Graduate Program Chair shall recommend such action to the Dean of Graduate Studies who may then approve that the final oral examination be closed to all but the examining committee and the Dean of Graduate Studies (or designate).

Candidate Information At least two weeks prior to the oral examination, the candidate must submit to the Office of Graduate Studies 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.

7.9.7 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 examination committee. The question period is normally about two and a half 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.

7.9.8 Decision of the Committee Following completion of the formal examination, the candidate and audience are required to withdraw from the examination room. The examiners 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 committee may exercise its discretion on such matters as to: 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 Graduate Studies 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 Graduate Studies, providing all other degree requirements have been satisfied.

7.9.9 Report of the Committee The final judgement of the examiners on the dissertation and the oral examination shall be reported to the Dean of Graduate Studies 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 Graduate Studies.

A student who receives a failure on either the dissertation or the oral examination twice shall be required to withdraw from Graduate Studies.

7.10 Degree Completion and Graduation

7.10.1 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.

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

7.10.3 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 Graduate Studies or from the Graduate Studies website: www.unbc.ca/graduatestudies.

GRADUATE STUDIES: ADMISSIONS AND REGULATIONS

- 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). All students must check their fee status with the Graduate Studies Officer at the Office of the Registrar.

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: <http://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. Purpose and Definition

The University community includes members of the student body, faculty, staff, administration, Board of Governors, and Senate.

The purpose of this policy is:

- a) to define the basic Code of Conduct for students and members of the University community;
- b) to establish policies and procedures that will determine actions to be taken in the event of unacceptable, disruptive, threatening or violent behaviour to ensure support of an environment that is conducive to personal and intellectual development and individual safety.

The University of Northern British Columbia acknowledges that students have the right to work, learn and socialize in a supportive, safe and healthy environment.

The University of Northern British Columbia is committed to developing a sense of community that is dedicated to creating a working and learning environment of the highest quality - one which is characterized by mutual respect, consideration, social and moral development of its members; and which is free from harassment, discrimination and any form of disruptive behaviour or violence.

REGULATIONS AND POLICIES

The University of Northern British Columbia understands and recognizes that students have responsibility for:

- a) taking full advantage of education, training and services offered;
- b) informing themselves about University policies and procedures;
- c) their conduct, either individually or in a group;
- d) conducting their activities in a manner compatible with the University's commitment to creating a safe and supportive working and learning environment;
- e) respecting and treating members of the University community without discrimination, harassment, intimidation, or physical or psychological abuse;
- f) respecting University property and the property of members of the University community;
- g) respecting University regulations and the exercise of legitimate authority;
- h) respecting due process, including the avenues of redress and appeals as stated by the University;
- i) participating in the governance of the University.

2. Harassment and 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 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 960-6618; or the Diversity Project Coordinator, Human Resources 960-5604.

3. Student Misconduct

Students are expected to behave responsibly and to abide by the policies and regulations of the University of Northern British Columbia. Disruption of instructional activities, if serious, may be reported by the instructor to the Program Chair and subsequently to the Dean of the College in which

the disruption occurred. The President has the power to deal in matters of student discipline and has the power under the University Act of British Columbia to suspend or expel a student.

Any offenses committed under the Criminal Code of Canada and other laws of the Province of British Columbia and Canada, including, but not limited to damage to property or unlawful harm to others shall be dealt with through the courts of law.

4. Scope

Prohibited conduct includes, but is not limited to:

- a) intentionally or recklessly creating situations which endanger or threaten the health, safety or well-being of another individual;
- b) involvement in disruptive actions (e.g. disorderly conduct, which includes physical or verbal abuse of another person; abusive, indecent, profane or vulgar language; obscene actions; disrespect for the rights and privileges of others; and/or uttering threats;
- c) harming, injuring or threatening any person on campus or in attendance at University classes, activities or functions;
- d) harassment or discrimination of any person at the University (please refer to the University Harassment and Discrimination Policy);
- e) committing unlawful acts during activities organized or sponsored by the University and the University community;
- f) impeding or disrupting teaching, research, administration, disciplinary proceedings, public service functions and other authorized University functions;
- g) possessing and/or selling illegal drugs or narcotics on campus;
- h) misappropriating, converting, destroying, permanently defacing or otherwise damaging University property, resources or the property of others;
- i) possessing University property or property of other University community members without proper consent and authorization;
- j) forging, falsifying, misusing or altering any University document or record in paper and electronic form;
- k) obtaining any University equipment, material or service by fraudulent means;
- l) possessing or using intoxicating beverages in areas other than those given specific authorization by the University's Liquor Policy;

- m) possessing or using firearms, knives, fireworks or other dangerous weapons on campus (please refer to the University policy on firearms and dangerous weapons);
- n) entering or remaining in any University building, facility, room or office without proper authority;
- o) allowing others to enter and remain in areas designated for faculty, staff or students without proper authorization;
- p) failing to comply with reasonable directions of University officials or security officers acting in performance of their duties on campus or affecting conduct on campus;
- q) aiding, abetting or acting as an accomplice in the enactment of any of the foregoing activities;
- r) any other conduct which is not in keeping with reasonable University standards.

“Prohibited conduct” is not to be interpreted to preclude peaceful gatherings, peaceful demonstrations or free speech.

5. Procedures for Evaluating Complaints of Misconduct

- a) In the event that the conduct or behaviour of a student is believed to be of immediate danger to a member of the University community, security is to be called immediately. Any member of the University community may initiate a complaint about a student’s misconduct or of a misconduct that has been witnessed such as listed in this code of student conduct. Student misconduct or discipline concerns should first be addressed by the instructor, Chair and Dean if the incident occurs in a teaching situation.
- b) A complaint of a misconduct by a student shall be made in writing to the Director, Student Services. Complaints shall be submitted in a timely fashion after the incident. Complaints that overlap with other specific policies and procedures will be addressed under the specific policy and then may be forwarded to the persons responsible for addressing complaints. For example, specific policies governing harassment, liquor, firearms and dangerous weapons, security, and conduct in residence a written complaint should include, but is not limited to: the name of the student or a description of the student; the specific nature of the infraction, (e.g. exact language used, clear details of behaviour exhibited); the time; date(s) and location of the incident(s).
- c) Except where the complaint should more appropriately be addressed under another specific policy, the complaint will be investigated by the Director, Student Services or designate.
- d) The investigation will first determine if the complaint has merit and/or can be settled by mutual consent of the parties involved.
- e) Whenever possible an appropriate resolution will be sought. If an informal resolution is reached, the resolution will be final and there shall be no further proceedings.
- f) If the complaint cannot be resolved informally or if the Director, Student Services deems that it is not appropriate for the complaint to be so resolved, an in-depth investigation involving the complainant, respondent (if any) and witnesses will be conducted.
- g) Upon completion of the investigation, the Director, Student Services or designate, will recommend to the President action to be taken and inform all appropriate parties.
- h) Discipline may include, but is not limited to:
 - i) *written warning to be placed in student’s file*
 - ii) *probation*
 - iii) *payment for damages to University property*
 - iv) *fines*
 - v) *discretionary penalties, work assignment, service to the University*
 - vi) *suspension*
 - vii) *expulsion*
 - viii) *any other action deemed appropriate under the circumstances*
- i) Any discipline taken by the President may be appealed to the Senate Committee on Student Discipline Appeals
- j) A written notice of appeal, stating the reasons for the appeal, must be received by the Secretary of Senate within 15 working days of the decision being appealed. The Secretary of Senate will inform the respondent and the Chair of the notice of appeal in writing and schedule a meeting with the Senate Committee on Student Discipline Appeals.

IV. General Academic Regulations

Note: Graduate students are directed, as well, to the Graduate Studies 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. 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 project during a semester (see Graduate Studies Admissions and Regulations section).

3. 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 Studies Admission and Regulations section).

4. 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.

5. Official & Unofficial Transcripts

The Office of the Registrar prepares Official Transcripts (printed on security paper) and Unofficial Transcripts (printed on white paper) upon receipt of your written/

electronic request only. Transcripts will not be released if there is an outstanding financial obligation. Requests can be made online at www.unbc.ca/registrar/transcripts or by completing a Transcript Request Form available in the Office of the Registrar. There is a 10 day turnaround for transcript requests, and there is no charge for this service.

6. Evaluation of Transcripts

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

7. Criminal Records Search

Under the requirements of the Criminal Records Review Act (1996) UNBC requires, as part of the application process, criminal records searches 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)
- Educational Counselling (MEd)
- Social Work Programs (MSW)

8. Student Access to Official University Record

Students have the right to inspect their Official University Record, including the student file, 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.

Grading System-Graduate Students

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

Graduate Studies: See Graduate Studies Admissions and Regulations. 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	

9. 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 Studies.

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			

10. 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 Studies.

11. Repeating Courses

Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the Dean of Graduate Studies 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.

12. 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.

13. Grounds for Withholding Official Transcripts and Degree Parchments

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 or a degree parchment. The above prohibitions shall be in force until such time as indebtedness to the University has been cleared to the satisfaction of the University.

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.

14. Grading

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 11 (Repeating Courses) for the treatment of repeated courses in GPA calculations. 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.

15. 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.

16. Examinations

- a) Normally all courses except thesis and practicum courses shall have final examinations worth at least 25% (twenty-five per cent) of the total course marks.
- b) Tests worth more than 10% of the final grade must not be given during the final week of classes. Major papers or projects must not be assigned in the last two weeks of classes. Courses with laboratory, clinical, or practica-based final examinations may schedule such assessments or examinations during the final week of classes.
- d) 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.
- e) Final exams are no longer than three hours in duration. Exceptions must be approved by the Program Chair.
- c) 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.

17. Conduct in Examinations

Students must 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:

- a) Books, papers, or other materials or devices must not be in possession of the student during an exam except by the express permission of the proctor.
- 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.
- c) Candidates must not communicate in any way with other candidates in the examination room.
- d) Candidates must not leave their seats, except when granted permission by the proctor.
- e) Candidates must turn in all materials, including rough work, upon leaving the examination room.
- f) Food and beverages other than water are not permitted in the examination room.

18. 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 sixty days after the examination period, after which time they may be shredded or destroyed by other acceptable means.

19. 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.

20. 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.

21. 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 20 (Final Examinations Missed) applies. Forms for deferred status are available 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.

22. Academic Offenses

Any conduct that violates the ethical or legal standards of the University, particularly those related to academic honesty, is a serious offense. Informal means to resolve complaints of academic dishonesty may be used. A student may seek resolution of a complaint of academic dishonesty at the level of Instructor, Program Chair and/or College Dean. If such 'informal' resolution is unsuccessful or inappropriate, an impartial committee, the Senate Committee on Academic Appeals (SCAA), will provide for complete examination of the complaint or allegations. The minimum sanction for an academic offense includes reprimands and reduction of grades; the maximum sanction is expulsion from the University (see Academic Regulation 46 (Academic Sanctions)). Such offenses include, but are not limited to the following:

- a) **Plagiarism:** Plagiarism is "the act of using and passing off as one's own the ideas or writings of another" (The American Heritage College Dictionary 1044). It includes submitting the work of another, and using citations which have been designed in order to mislead the reader as to the nature or authenticity of the source. Complete plagiarism involves an entire essay or form of creative work of another, from whatever source (including the World Wide Web) being copied and presented as original work. Unless prior written and signed permission is obtained, submitting the same essay, paper or other term work for credit in more than one course constitutes self-plagiarism, a situation similar to complete plagiarism.
- 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 your work; obtaining a copy of an examination before it is officially available; possession of notes, books, diagrams or other aids during examinations that are not authorized by the examiner; knowingly recording or reporting false empirical or statistical data; and misrepresenting or falsifying references, citations, or sources of information.
- c) **Submitting False Records:** Submitting false medical or criminal records, transcripts, or other such certificates or information, under false pretences.
- 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 is a breach of academic honesty. 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) **Submitting Academic Work Twice for Credit:** Unless prior written and signed permission is obtained, the submission for credit of any academic work for which credit has previously been obtained or may be sought in another course or program of study in the University or elsewhere. This includes, for example, materials such as library research papers posted on the World Wide Web.
- i) **Aiding or Abetting any of the above academic offences.**

23. Procedure on Suspicion of an Academic Offence

- a) An instructor who suspects plagiarism, cheating, or any other academic offence and has evidence to support the accusation, will contact the student to advise of the offence and present the evidence. The student may request that a third party (for example another faculty member, a teaching assistant, or a staff member) be present at this or any subsequent meetings.
- b) If the issue can be resolved at this level, the faculty member 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.
- c) If the matter is not resolved between the student and faculty member, or if it is a serious case (which may involve probation, suspension or expulsion), it will be discussed by the student, faculty member, and the Chair of the Program involved. 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. After these discussions, the Dean will complete Part B of the Report Form for Academic Misconduct. If a penalty is imposed, a copy of the Report Form will be placed in the student's file.
- d) All forms, whatever the outcome, will be filed in the Office of the Registrar. The student may appeal any of these decisions to the level of the Senate Committee on Academic Appeals (SCAA) (see Academic Regulations 27, 28).

24. Academic Sanctions

Registration at the University of Northern British Columbia and the right to access the library, specialized equipment or all other academic facilities implies a commitment on the part of a student to use such facilities in accordance with established rules. A student not fulfilling these obligations will have academic sanctions imposed upon him/her.

If a student has been found guilty of an academic offense, the student will be subjected to a penalty or penalties appropriate to the offense. Normally, academic offenses will be dealt with in the first instance by the instructor. A range of penalties is described below:

- a) **Reprimand:** This is a written warning to a student from the Program Chair or the Dean of the College that the student's behaviour is considered unacceptable to the University.
- b) **Reduction of Grade:** A reduction of grade may be applied to an examination, test, or assignment to which an offense is relevant and will be decided upon by the Program Chair or Dean of the College, in consultation with the Instructor. Policies with respect to regrading and review of assignments or exams are under the direction and purview of the Program Chair.
- c) **Probation or Suspension:** In addition to any other penalty which may be applied, the Dean of a student's College may place a student on probation, may prohibit the student from taking a course or courses, or may suspend a student for up to six consecutive semesters.
- d) **Expulsion:** The President may expel a student from the University. 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 Secretary of Senate (University Registrar) and will be reviewed by the Senate Committee on Academic Appeals (SCAA).

25. 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 Graduate Studies, the outcome of a language examination, and any other academic assessment or evaluation that may be carried out within a Graduate Program.

26. 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 22 above). This person must acknowledge receipt of the appeal in writing within 10 days.

27. 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 (SCAA) is the final adjudicator on 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. In this regard, it is incumbent upon the student to advise the University, via the Office of the Registrar, of their current mailing address. All written appeals to the Senate Committee on Academic Appeals (SCAA) should indicate whether an in-person hearing is being requested. Otherwise, cases are adjudicated on the basis of a detailed written submission.

28. Senate Committee on Academic Appeals: Procedures

The Senate Committee on Academic Appeals (SCAA) follows principles of natural justice. As an internal administrative committee, it is free to develop 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 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 respondent (e.g., the course Instructor, 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.

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 should be tabled.

Natural justice applies to both student and faculty alike. All forms of adjudication are held in the strictest confidence and are normally attended by members of the Committee and the parties to the particular appeal.

Upon written notification to the Senate Committee on Academic Appeals (SCAA), appellants may seek third-party representation to attend in support of their appeal, although their participation is normally limited to providing moral support only.

In extraordinary cases, the appellant or other parties may wish to retain legal counsel. Any person(s) retaining legal counsel for purposes of representation are obliged to inform the Senate Committee on Academic Appeals (SCAA) in writing 15 working days prior to the scheduled meeting.

The Secretary to Senate, in consultation with the Committee Chair as appropriate, will review 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 University policy and procedures and to ensure that the appeal is both valid and cannot 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 *not* to hear an appeal rests with the Committee.

29. 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.

REGULATIONS AND POLICIES)

Students who wish to appeal grades other than final grades, formally, should:

- a) obtain an Appeals Form from the Office of the Registrar and forward it to the Program Chair.
- b) if no resolution is reached within seven working days, proceed to the next step: student submits the form to the Dean.
- c) if not resolved within seven days, proceed to the next step: Dean submits form to the Registrar for advancement to the Senate Committee on Academic Appeals (SCAA).

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

30. Appeal of Final Grade

Students who have reason to believe their final grade in a course is inaccurate should meet with their course instructor immediately, if possible. 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 grade, formally, should obtain an Appeals Form from the Office of the Registrar, and take it to the instructor.

- a) The instructor (where available) must review the assigned grade with the student after the final grade has been released by the Office of the Registrar.
- b) Instructors must provide students with supervised access to their final examination.
- c) If not resolved within 15 working days, proceed to the next step on the Appeals Form: student submits the Form to the Program Chair.
- d) if not resolved within seven further working days, proceed to the next step: student submits the form to the Dean.
- e) If not resolved within seven further working days, proceed to the next step: Dean submits form to the Registrar for advancement to the Senate Committee on Academic Appeals (SCAA).

An appeal may result in a higher, equal or lower grade. The final recourse for all appeals is the Senate Committee on Academic Appeals (SCAA). 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 the basis for initiating the said evaluation. 31. 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 Chair is the supervisor, the Dean, or, if the Dean is the supervisor, the Vice-President (Academic)) in an attempt to resolve the matter. Within 5 days of the meeting, the Chair of the Program (or Dean) must send a written report of the meeting to the Dean of Graduate Studies, with a copy to the student. The report shall notify the Dean 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 Studies within 15 days of receiving the letter from the Chair or Dean of Graduate Studies. 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 Studies 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 (SCAA), which shall deal with it according to its rules of procedure.

32. 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 23 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 Dean of Graduate Studies, who shall follow one of the following procedures:
 - i) If the Dean thinks it advisable, the Dean shall seek to bring about a solution through informal means.
 - ii) If in the opinion of the Dean the complaint is invalid, the Dean 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 believes that 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 (SCAA), which shall consider it according to its rules of procedure.

33. 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

■ 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.

David Snadden, Professor, and Program Chair
Ian Blue, Professor (Nursing)
Howard Brunt, Professor (Nursing)
Han Li, Associate Professor (Psychology)
Kenneth Prkachin, Professor (Psychology)
John Cutcliffe, Associate Professor (Nursing)
Henry Harder, Associate Professor (Psychology)
Karen Kelly, Associate Professor
Martha MacLeod, Associate Professor (Nursing)
Don Voaklander, Associate Professor
Gerard Bellefeuille, Assistant Professor (Social Work)
Neil Hanlon, Assistant Professor (Geography)
Dawn Hemingway, Assistant Professor (Social Work)
Hanh Huynh, Assistant Professor (Northern Medical Program)
Lela Zimmer, Assistant Professor (Nursing)
David Bowering, Adjunct Professor
Betty Calm, Adjunct Professor
George Deagle, Adjunct Professor
Gerry Ewert, Adjunct Professor
Barend Grobbelaar, Adjunct Professor
Stefan Grzybowski, Adjunct Professor
Catherine Hagen, Adjunct Professor
Marion Healy-Ogden, Adjunct Professor
Bent Hougesen, Adjunct Professor
Lorna Medd, Adjunct Professor
Ian Schokking, Adjunct Professor
Harvey Thommasen, Adjunct Professor
James Tousignant, Adjunct Professor

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.

Admission

In addition to the admission application requirements outlined in Section 1.0 (see *Graduate Studies Admissions and Regulations*), applicants are required to undergo a criminal records search and provide evidence of this prior to being considered for admission.

There are two streams for the Community Health Science (MSc Program): i) General Stream and ii) Nursing Stream.

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.

Additional Prerequisites for Nursing Stream

Students are expected to have undergraduate courses in nursing theory, health assessment, and community health nursing.

Students must have and maintain practising registration with the Registered Nurses Association of British Columbia. A letter confirming verification of registration from the Association must be received by the Office of the Registrar prior to registration each year.

Requirements

i) General Stream

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

ii) Nursing Stream

Seven (21 credit hours) courses at the graduate level and a thesis (nine 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 Advanced 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

i) General Stream

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

Examples of courses taken by our students are:

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

Thesis

The thesis shall be assigned a credit of nine hours.

ii) Nursing Stream

NURS 701-6 Advanced Clinical Practice in
Community Health Nursing
or NURS 702-6 Continuing Community Care
NURS 703-3 Health Program Development and
Evaluation

Thesis

The thesis shall be assigned a credit of nine hours.

Transfer Credit

A maximum of two courses (six 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 program.

■ Disability Management (MA Program)

Henry Harder, Associate Professor, and Program Chair
Cindy Hardy, Assistant Professor (Psychology)
Shannon Wagner, Assistant Professor

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 on a part-time basis via distance delivery on the World Wide Web. Please see our web site www.unbc.ca/disabilitymanagement for details.

Admission

The program accepts students for the Fall Semester, and has an application deadline of **April 15th**. In addition to the admission application requirements outlined in Section 1.0 of the Graduate Studies Admissions and Regulations, applicants are required to undergo a criminal records search and provide evidence of this prior to their admission being considered. Refer to page 37.

There are three options for the Disability Management (MA Program), they are: MA with Thesis, MA without Thesis, and MA Distance Option.

GRADUATE PROGRAMS: DISABILITY MANAGEMENT (MA)

MA with Thesis

The MA with Thesis option is available only to those students who are taking the program full time. The MA with Thesis Option consists of four components:

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

MA without Thesis

The MA without Thesis Option consists of five components:

Core courses in Disability Management	9 credits
Research methods courses	6 credits
Electives	12 credits
Practicum	6 credits
Research Project	3 credits
Total	36 credits

Requirements

Core Courses

DISM 710-3	Foundations in Disability Management
DISM 711-3	Disability Management: Legislation, Policy & Procedures
DISM 712-3	Disability Management Interventions

Research Methods

Additional two courses from the following:

EDUC 601-3	Educational Research Design and Methodology
HHSC 601-3	Principles of Epidemiology
NURS 703-3	Health Program Development and Evaluation
SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advance Qualitative Research Approaches in Health and Human Sciences

Electives

Candidates must complete a minimum of 12 credit hours from the following list, with not more than six credit hours from any area other than Disability Management.

COMM 630-3	Organizational Studies
COMM 631-3	Labour Management Relations
DISM 609-3	Professional Ethics in Health Care Management
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 added with the approval of the student's Supervisory Committee.

Practicum and Project, or Thesis

DISM 795-6	Master of Arts: Disability Management Practicum
DISM 797-3	Master of Arts: Disability Management Project
DISM 799-9	Master of Arts: Disability Management Thesis

MA Distance Option

The MA Distance Option is available to those students who take the program part-time. This option consists of the five components found under the MA without Thesis Option. Students completing the Distance Option have a restricted set of electives courses. Courses for the Distance Option are listed below.

Required Courses

DISM 710-3	Foundations in Disability Management
DISM 711-3	Disability Management: Legislation, Policy & Procedures
DISM 712-3	Disability Management Interventions

Research Courses

HHSC 601-3	Principles of Epidemiology
NURS 703-3	Health Program Development and Evaluation

Elective Courses

DISM 609-3	Professional Ethics in Health Care Management
DISM 798-(3-6)	Directed Studies
EDUC 613-3	Interpersonal Counselling Skills
POLS 603-3	Social and Health Policy and Administration
SOCW 605-3	Community Work/Politics of Change

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

Practicum and Project

DISM 795-6 Disability Management Practicum

DISM 797-3 Disability Management Project

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 analysis 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 a three-month continuous term.

Research Project

The project is a research exercise involving the collection and evaluation of evidence according to scientific criteria and results in an article length manuscript. Students must develop theoretically defensible innovations in disability management practice. These may include innovative retraining programs, intervention strategies, the development of new human resource policies, 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.

Thesis

The thesis option is only available to full-time students. Oral examination is required as per University regulation. Normally students who complete a thesis option are not required to also do a practicum. However, students who do not have a strong background in the field may be required to take the practicum course in addition to the program requirements.

■ Education (MEd Program)

Paul Madak, Professor, and Program Chair

Bryan Hartman, Professor

Judith Lapadat, Professor

Peter MacMillan, Associate Professor

Willow Brown, Assistant Professor

Colin Chasteauneuf, Assistant Professor

Margo Greenwood, Assistant Professor

Corinne Koehn, Assistant Professor

Dennis Procter, Assistant Professor

Lantana Usman, Assistant Professor

Cathy McGregor, Lecturer

Montgomery (Monty) Palmantier, Lecturer

Trudy Mothus, Lecturer

The graduate studies program in Education 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 which 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 Education program includes the courses and supervised study necessary to meet this obligation.

Admission

The number of spaces in the MEd degree program is limited; therefore, the admission process is competitive. Admission is by a selection process that is conducted annually during the Winter Semester. **The deadline for all applications is February 15.**

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 Summer Session so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the Summer Session offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 602-4 (Educational Research 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 Studies for up to six credits for previously completed graduate level course work that is equivalent to those 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 coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Dean's Agreement (students require permission of their Academic Supervisor and the Education 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 pattern of study 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 pattern requires the successful completion of a minimum of 38 credit hours of graduate course credit. This credit must include a minimum of 29 credit hours of graduate coursework, and at least nine (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 pattern of study 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 pattern requires the completion of a minimum of 38 credit hours of graduate course credit. This credit must include a minimum of 32 credit hours of graduate coursework, and at least six (6) credit hours of supervised work culminating in the successful completion of a project.

Comprehensive Examination Requirement

The comprehensive examination pattern 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. This program pattern is designed to enhance and reinforce a student's knowledge of both theory and practice as well as their interrelationship. The comprehensive examination pattern requires the successful completion of a minimum of 38 credit hours of graduate course credit. This credit must include a minimum of 35 credit hours of graduate coursework and three (3) credit hours awarded upon the successful completion of a written comprehensive examination.

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. The program includes an integrated core of required courses, elective courses, and a thesis, project or comprehensive examination. Counselling students are required to complete seven (7) required courses, four (4) elective courses, and a comprehensive examination. Special application can be made to the Education Program to enter a thesis or project route after having completion of at least 12 credit hours of coursework. If approved, the thesis route would consist of seven (7) required courses, two (2) electives, and the thesis, while a project route would consist of seven (7) required courses, three (3) electives and a project. The course requirements and courses for the Counselling program appear below.

Criminal Record Search

In addition to the admission application requirements outlined in Section 1.0 (see *Graduate Studies Admissions and Regulations*), applicants are required to undergo a criminal record search and provide evidence of this prior to being considered for admission. Refer to page 37 .

Required Courses

EDUC 602-4	Educational Research 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 719-3	Counselling Practicum

Elective Courses

- EDUC 603-4 Advanced Educational Research Data Analysis
- EDUC 618-3 Working with Parents and Families
- EDUC 619-3 First Nations Counselling
- EDUC 620-4 Educational Measurement 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 646-3 First Nations Education
- EDUC 647-3 Educational Issues in Northern Schools
- 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

Curriculum and Instruction

The Curriculum and Instruction specialization is designed to prepare graduates to develop and evaluate educational programs across a range of educational levels and contexts. The focus area, Language in Education, is designed as the basis for specialized study and research in language education, or as the communicative foundation for other curricular areas or educational contexts such as educational leadership or early childhood education. The program includes required core courses, focus area courses, elective courses, and a thesis, project or comprehensive examination. MEd students in Curriculum and Instruction are required to complete either four core courses, two focus area courses, three elective courses and a thesis, OR four core courses, two focus area courses, four elective courses and a project, OR four core courses, two focus area courses, five elective courses, and the comprehensive examination. The core and focus area courses are designed to emphasize the linkages among disciplinary foundations of education, curriculum and instruction theory, and teaching practice, and to reflect the

UNBC emphases on northern, First Nations, women's, international, and interdisciplinary studies.

The course requirements and courses for the Curriculum and Instruction program are presented below.

Required Core Courses

- EDUC 601-3 Educational Research Design and Methodology
- EDUC 602-4 Educational Research Data Analysis
- EDUC 740-3 Curriculum Development and Evaluation
- EDUC 780-3 Foundations of Education

Required Focus Area Courses

Additional focus areas in Curriculum and Instruction will be phased in as resources permit.

Language in Education

Required Courses

- EDUC 632-3 Language Development: Implications for Education
- EDUC 645-3 Discourse in Classrooms

Elective Courses

- EDUC 603-4 Advanced Educational Research Data Analysis
- EDUC 610-3 Qualitative Analysis in Education
- EDUC 620-4 Educational Measurement and Evaluation
- 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 646-3 First Nations Education
- EDUC 647-3 Educational Issues in Northern Schools
- 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 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 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

MEd Program Quesnel School District

The Education Program also offers a Master's of Education to a cohort in partnership with the Quesnel School District.

Required Courses

EDUC 601-3 Educational Research Design and Methodology
EDUC 602-4 Educational Research Data Analysis
EDUC 613-3 Interpersonal Counselling Skills
EDUC 634-3 Achievement Motivation
EDUC 641-3 Principles of Instruction
EDUC 645-3 Discourse in Classrooms
EDUC 715-3 Educational and Career Counselling
EDUC 740-3 Curriculum Development and Evaluation
EDUC 780-3 Foundations of Education
New Course Leadership Issues in Northern Schools (course to be developed)

Two Semester Project

EDUC 795-3 Research Seminar

EDUC 798-6 MEd Project

It is possible that, in the future, other cohorts will be offered a similar degree.

■ First Nations Studies (MA Program)

Paul Michel, Acting Program Chair

Margaret Anderson, Professor

Antonia Mills, Associate Professor

Perry Shawana, Associate Professor

Heather Harris, Assistant Professor

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 will orient students to question underlying assumptions of everyday study. A special emphasis will be 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 will culminate in completion of either a thesis or major project.

In addition to the high priority on the First Nations of northern British Columbia, offerings will 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 will facilitate 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 will enrich the options for interdisciplinary work in areas such as Women's Studies, History, Environmental Studies, and Geography, etc.

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 graduate studies 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 Program 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 First Nations Studies program, 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 First Nations Studies program that places the experiential component of the internship into the context of the student's academic training. The host also provides the First Nations Studies program 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 coursework, normally during their first semester in the MA program.

Such coursework 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, Assistant Professor and Coordinator
Deborah Poff, Professor
Sherry Beaumont, Associate Professor (Psychology)
Annie Booth, Associate Professor (Environmental Arts)
Ellen Facey, Associate Professor (Anthropology)
Gail Fondahl, Associate Professor (Geography)
Dee Horne, Associate Professor (English)
Mary-Ellen Kelm, Associate Professor (History)
Judith Lapadat, Associate Professor (Education)
Fiona MacPhail, Associate Professor (Economics)
Antonia Mills, Associate Professor (First Nations Studies)
Heather Smith, Associate Professor (International Studies)
Lisa Dickson, Assistant Professor (English)
Margo Greenwood, Assistant Professor (Education)
Kristin Guest, Assistant Professor (English)
Dawn Hemingway, Assistant Professor (Social Work)
Catherine Nolin, Assistant Professor (Geography)
Maryna Romanets, Assistant Professor
Angéle Smith, Assistant Professor (Anthropology)
Marianne Ainley, Adjunct Professor (History)
Theresa Healy, Adjunct Professor
Suzanne LeBlanc, Adjunct Professor

The Gender Studies program is an innovative interdisciplinary program designed for students to optimize their research, learning and teaching interests within the fields of feminism and gender studies. This program prepares students both for the workforce and for further postgraduate studies at the doctoral level. In consultation with a Gender Studies faculty advisor students are expected to take the initiative in creating a program of study that will combine a feminist methodological and theoretical approach to questions of gender, race, class, sexuality, ethnicity and nationalism with their key area(s) of concentration.

The Gender Studies program includes the following areas: Feminist Literary and Cultural Studies, Feminist Postcolonial and Critical Theory, Feminist Jurisprudence, First Nations Women, Feminist Ethics, Lesbian and Gay Studies, and Feminist Perspectives on Science and Technology.

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 Studies.

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 coursework 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 coursework.

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 Studies. 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.

■ History (MA Program)

Jonathan Swainger, Associate Professor, and Program Chair
Charles Jago, Professor
Gordon Martel, Professor
William Morrison, Professor
Theodore Binnema, Associate Professor
Mary-Ellen Kelm, Associate Professor
Aileen Espiritu, Assistant Professor
Jacqueline Holler, Assistant Professor
Rhonda Semple, Assistant Professor
Marianne Ainley, Adjunct Professor
Gavin Brockett, Adjunct Professor
Neil Lettinga, Adjunct Professor

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 History program 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 areas of specialization in the History program 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: coursework and thesis/project; students will normally be expected to complete their coursework in two semesters and the total program in four.

Admission

In addition to the admission application requirements outlined in Section 1.0 (see *Graduate Studies Admissions and Regulations*), applicants must also supply a sample of written work (thesis or paper) as part of their application.

Requirements

Candidates for the MA degree must satisfy the following requirements.

Coursework

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.

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, 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 799-3 Independent Study

Interdisciplinary Studies (MA Program)

Graduate supervisors are noted below but faculty from other programs listed in the Calendar can supervise students as well.

Robert Tait, Program Chair
 Don Munton, Professor (International Studies)
 Stan Beeler, Associate Professor (English)
 Karin Beeler, Associate Professor (English)
 Michel Bouchard, Associate Professor (Anthropology)
 Ellen Facey, Associate Professor (Anthropology)
 Dee Horne, Associate Professor (English)
 Kevin Hutchings, Associate Professor (English)
 Richard Lazenby, Associate Professor (Anthropology)
 Jim McDonald, Associate Professor (Anthropology)
 Robert Budde, Assistant Professor (English)
 Lisa Dickson, Assistant Professor (English)
 Kristen Guest, Assistant Professor (English)
 Anne Hardy, Assistant Professor (Resource Recreation and Tourism)
 Jacqueline Holler, Assistant Professor (History and Women's Studies)
 Catherine Nolin, Assistant Professor (Geography)
 Geoffrey Payne, Assistant Professor (Northern Medical Program)
 Maryna Romanets, Assistant Professor (English & Women's Studies)
 Blanca Schorcht, Assistant Professor (English)
 Angèle Smith, Assistant Professor (Anthropology)
 Farid Rahemtulla, Lecturer (Anthropology)
 Michael Evans, Adjunct Professor (Anthropology)

Not all advances in knowledge, nor 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 MA in Interdisciplinary Studies is specifically designed to enable students to pursue intellectual development outside the constraints of traditional disciplines. Applicants interested in interdisciplinary studies in the Humanities and Social Sciences should consult the Dean of Graduate Studies directly for advice on how to tailor a course of studies appropriate to their interests.

An applicant may undertake the MA in Interdisciplinary Studies only under the following circumstances:

- The applicant's proposed course of studies cannot be pursued within an existing degree.
- The applicant has a well-conceived idea of the course of studies and thesis topic that he/she wishes to pursue.

GRADUATE PROGRAMS: INTERDISCIPLINARY STUDIES (MA)

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 thesis, and shall be composed of a minimum total of 27 credit hours.
- The number of courses included in the MA in Interdisciplinary Studies 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 example, a proposal to study the history of women would not be interdisciplinary unless it could be shown that it could not be contained within the History or Gender Studies Programs, or within History with one course supplied by Gender Studies, or within Gender Studies with a course supplied by History.
- For administrative purposes, only the Program to which the thesis supervisor is appointed shall be deemed the student's discipline.

Admission

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.

Applicants may wish to consult with the Dean of Graduate Studies prior to applying for the MA in Interdisciplinary Studies. The Dean of Graduate Studies 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 undertake the MA in Interdisciplinary Studies should apply directly to the Office of the Registrar.

An Interdisciplinary Studies Committee will evaluate applications. This committee will consist of three faculty members and be chaired by the Dean of Graduate Studies. The deadline for applications to the MA in Interdisciplinary Studies will be February 15 and September 15 annually.

Before the committee will consider an application to the MA in Interdisciplinary Studies, the applicant must select a thesis supervisor. In addition, the applicant must select and have approved by the supervisor and the supervisory committee, the courses which are to be taken. The applicant must submit a proposal to the Office of the Registrar before the deadlines.

This proposal must also contain the following:

- The reasons why an interdisciplinary arrangement is being requested, and the philosophy or principles underlying the request. The academic merit and intellectual coherence of the proposal must be made clear.
- A statement of reasons why the proposed program cannot be carried out within an existing program.
- The name of the proposed thesis supervisor, with his/her signature as evidence of their willingness to serve as supervisor.
- The names and signatures of the Faculty members who will make up the supervisory committee. (See 5.4.2)

■ International Studies (MA Program)

Graduate supervisors are normally drawn from the membership of the Economics and International Studies programs.

Paul Bowles, Professor, and Program Co-Chair
 Heather Smith, Associate Professor, and Program Co-Chair
 Don Munton, Professor
 James Randall, Professor
 Fiona MacPhail, Associate Professor
 Heather Myers, Associate Professor
 Karima Fredj, Assistant Professor
 Jalil Safaei, Assistant Professor
 Baotai Wang, Assistant Professor
 Ken Wilkening, Assistant Professor

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 International Studies and Economics programs, 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 International Studies program currently offers undergraduate courses in introductory and intermediate Japanese, Russian and Mandarin, and these are open to graduate students.

Entry to the program can be in September or January. 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), ECON 611-3 (Cost-Benefit Analysis), or ENPL 405-3 (Advanced Environmental Assessment). In addition, students in the international development stream are also required to take the subject-specific course ECON 604-3 (Poverty, Inequality and Development).

■ Mathematical, Computer, and Physical Sciences (MSc Program)

Chair, Mathematical, Computer, and Physical Sciences
Graduate Committee: Dr. Margot Mandy

Chemistry

Joselito Arocena M., Professor, and Canada Research Chair,
Soil and Environmental Sciences (Environmental Science
and Engineering)

Ron Thring, Professor

Chow H. Lee, Associate Professor, and NCIC Research
Scientist

Margot Mandy, Associate Professor

Guy Plourde, Associate Professor

Kerry Reimer, Associate Professor

Todd Whitcombe, Associate Professor

Andrea Gorrell, Assistant Professor

Steve Rader, Assistant Professor

Martha Stark, Adjunct Professor

Computer Science

Lee Keener, Professor

Behcet Sarikaya, Professor

Charles Brown, Associate Professor

Liang Chen, Associate Professor

Waqar Haque, Associate Professor

Jernej Polajnar, Associate Professor

Siamak Rezaei, Associate Professor

Roger Wheate, Associate Professor (Geography)

Saif Zahir, Associate Professor

Alex Aravind, Assistant Professor

David Casperson, Assistant Professor

Patrick Mann, Adjunct Professor

Mathematics

Lee Keener, Professor

Iliya Bluskov, Associate Professor

Jennifer Hyndman, Associate Professor

Pranesh Kumar, Associate Professor

Patrick Montgomery, Associate Professor

Samuel Walters, Associate Professor

David Casperson, Assistant Professor

Patrick Mann, Adjunct Professor

Physics

Ahmed Hussein, Professor

Elie Korkmaz, Professor

Mark Shegelski, Professor

Erik Jensen, Associate Professor

Moustafa Mohamed, Associate Professor

Margot Mandy, Associate Professor

Steve Rader, Assistant Professor

Valerio Faroni, Adjunct Professor

Patrick Mann, Adjunct Professor

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 will prepare 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 provide a mechanism for non-traditional students (e.g. working students, teachers and professionals) to upgrade their skills. Students studying within the MCPS stream will, upon successful completion of the degree requirements outlined herein, obtain a MSc with one of the following study areas noted parenthetically on their transcript: Mathematics, Computer Science, Chemistry, Physics or any combination thereof.

All students must participate in a graduate seminar course (MCPS 704-1.5 and/or NRES 704-1.5 or CPSC 704-1.5 or MATH 704-1.5) for at least two semesters during their course of studies, and complete a research design and methods course (MCPS 705-3 or CPSC 706-3 or PHYS 710-3). It is anticipated that some students may enter the Master's degree program with a strong background in 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, some students may opt to take the methods course offered as part of the alternate MSc stream to which they are enrolled (i.e., the NRES stream of the MSc degree). The course instructor(s) and the supervisory committee will together decide upon the appropriateness of this substitution.

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 credits of Research Methodology, 3 credits of Research Seminar, a minimum of 9 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 9 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 3 credits 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 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.

Related to the MSc thesis (MCPS 790-12), 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 of Thesis Option

Core Courses	6 credits
Elective Courses	9 credits
MSc Thesis	12 credits
Total Required	27 credits

Project Option — The Master of Science Project option is designed for candidates who wish to upgrade their skills, and/or who are constrained in their ability to undertake a traditional research thesis. MSc students within the MCPS stream are required to complete 3 credits of Research Methodology, 3 credits of Research Seminar, a minimum of 15 credit hours of approved electives, and a 6 credit hour Project. Given the course-intensive nature of this option, MSc projects will be 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 will be 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 ensure completion of the requirements for the degree.

The 15 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 3 credits from independent studies can be counted towards the elective requirement. Specific details of coursework will in part be determined by the nature of the Project undertaken by each student. The supervisory committee will ensure the appropriate selection of elective courses, and may require a student to complete more than 15 credits 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 successfully complete a MSc Project, a student will be 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

Core Courses	6 credits
Elective Courses	15 credits
MSc Project	6 credits
Total Required	27 credits

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 courses (MCPS 705-3 or CPSC 706-3 or PHYS 710-3) will be offered annually in the Fall Semester. Students will normally enrol in the Research Design and Methods courses 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 or project proposal.

The Graduate Seminar courses (MCPS 704-1.5, NRES 704-1.5, CPSC 704-1.5, MATH 704-1.5) will be offered during all Fall and Winter Semesters. Students will be expected to enrol 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 Fall and Winter 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 their 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 (see *Graduate Studies Admissions and Regulations*), 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 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.

Transfer Students — Upon the recommendation of the program concerned, the Faculty of Research and Graduate Studies 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 or Project involvement.

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 (MA Program)

Chair of the Natural Science and Environmental Studies Graduate Committee: Dr. Joselito M. Arocena

Geography

Kevin Hall, Professor (Geography)
Greg Halseth, Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)
James Randall, Professor (International Studies)
Gail Fondahl, Associate Professor (Geography)
Debra Straussfogel, Associate Professor (Geography)
Roger Wheate, Associate Professor (Geography)
Neil Hanlon, Assistant Professor (Geography)
Catherine Nolin, Assistant Professor (Geography)
Jueyi Sui, Assistant Professor (Environmental Engineering)
Orland Wilkerson, Assistant Professor (School of Environmental Planning)

Environmental Studies

Kevin Hall, Professor (Geography)
Annie Booth, Associate Professor (Environmental Arts)
Ray Chipeniuk, Associate Professor (School of Environmental Planning)
John Curry, Associate Professor (School of Environmental Planning)
Neil Hanlon, Assistant Professor (Geography)
Loraine Lavalee, Assistant Professor (Psychology)
Eric Rapaport, Assistant Professor (School of Environmental Planning)
Jueyi Sui, Assistant Professor (Environmental Engineering)
David Connell, Assistant Professor (School of Environmental Planning)
Orland Wilkerson, Assistant Professor (School of Environmental Planning)

Tourism

John Shultis, Associate Professor (Resource Recreation and Tourism)
Pamela Wright, Associate Professor (Resource Recreation and Tourism)
David Connell, Assistant Professor (School of Environmental Planning)
Anne Hardy, Assistant Professor (Resource Recreation and Tourism)

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
- Tourism

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 credits 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 credits 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 credits
Elective Courses	9 credits
MA Thesis	12 credits
Total Required	27 credits

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 enrol 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 Fall and Winter Semesters. 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 (see *Graduate Studies Admissions and Regulations*), 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.

Transfer Students – On the recommendation of the program concerned, the Faculty of Graduate Studies 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. To ensure multi-disciplinarity, at least one of the committee members must come from outside the supervisor's program. The committee will be struck during the student's first term of study.

Natural Resources and Environmental Studies (MNRES Program)

Chair of the Natural Science and Environmental Studies
Graduate Committee: Dr. Joselito M. Arocena

Oscar Garcia, Professor, and Endowed Chair, Forest Growth and Yield (Ecosystem Science and Management)
Greg Halseth, Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)
Annie Booth, Associate Professor (Environmental Arts)
Raymond Chipeniuk, Associate Professor (School of Environmental Planning)
John Curry, Associate Professor (School of Environmental Planning)
Arthur Fredeen, Associate Professor (Ecosystem Science and Management)
Alex Hawley, Associate Professor (Ecosystem Science and Management)
Chris Hawkins, Associate Professor, and Endowed Chair, Mixed Wood Ecology and Management (Ecosystem Science and Management)
Peter Jackson, Associate Professor (Environmental Science and Engineering)
Pam Wright, Associate Professor (Resource Recreation and Tourism)
Kathy Lewis, Associate Professor (Ecosystem Science and Management)
Hugues Massicotte, Associate Professor (Ecosystem Science and Management)
Ellen Petticrew, Associate Professor (Geography)
Paul Sanborn, Associate Professor (Ecosystem Science and Management)
Mark Shrimpton, Associate Professor (Ecosystem Science and Management)
John Shultis, Associate Professor (Resource Recreation and Tourism)
Debra Straussfogel, Associate Professor (Geography)
Youmin Tang, Associate Professor and Canada Research Chair, Climate Prediction and Predictability (Environmental Science and Engineering)
Roger Wheate, Associate Professor (Geography)
David Connell, Assistant Professor (School of Environmental Planning)
Anne Hardy, Assistant Professor (Resource Recreation and Tourism)
Ian Hartley, Assistant Professor (Ecosystem Science and Management and Engineering)
Christopher Johnson, Assistant Professor (Ecosystem Science and Management)
Chris Opio, Assistant Professor (Ecosystem Science and Management)
Neil Hanlon, Assistant Professor (Geography)
Eric Rapaport, Assistant Professor (School of Environmental Planning)
Jane Young, Assistant Professor (Ecosystem Science and Management)
Orland Wilkerson, Assistant Professor (School of Environmental Planning)

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 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 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 credits
Elective Courses	6 credits
MNRES Thesis	12 credits
Total Required	27 credits

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 credits
Elective Courses	12 credits
MNRES Project	6 credits
Total Required	27 credits

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.

The Research Design and Methods course (NRES 705-3) will be offered annually in the Fall Semester. Students will normally enrol 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 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 Fall and Winter 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 Fall and Winter 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 (see *Graduate Studies Admissions and Regulations*), 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 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.

Transfer Students – On the recommendation of the program concerned, the Faculty of Graduate Studies 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. To ensure multi-disciplinarity, at least one of the committee members must come from outside the supervisor'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 Science and Environmental Studies
Graduate Committee: Dr. Joselito M. Arocena

Biology

Keith Egger, Professor (Ecosystem Science and Management)
Darwyn Coxson, Professor (Ecosystem Science and Management)
Staffan Lindgren, Professor (Ecosystem Science and Management)
William McGill, Professor (Ecosystem Science and Management)
Russell Dawson, Associate Professor (Ecosystem Science and Management)
Arthur Fredeen, Associate Professor (Ecosystem Science and Management)
Michael Gillingham, Associate Professor (Ecosystem Science and Management)
Alex Hawley, Associate Professor (Ecosystem Science and Management)
Chow H. Lee, Associate Professor, and NCIC Research Scientist (Chemistry)
Kathy Lewis, Associate Professor (Ecosystem Science and Management)
Hugues Massicotte, Associate Professor (Ecosystem Science and Management)
Ellen Petticrew, Associate Professor (Geography)
Ken Otter, Associate Professor (Ecosystem Science and Management)
Katherine Parker, Associate Professor, and Ian McTaggart Cowan Muskwa Kechika Research Professor (Ecosystem Science and Management)
Mark Shrimpton, Associate Professor (Ecosystem Science and Management)
Christopher Johnson, Assistant Professor (Ecosystem Science and Management)
Brent Murray, Assistant Professor (Ecosystem Science and Management)
Steve Rader, Assistant Professor (Chemistry)
Jane Young, Assistant Professor (Ecosystem Science and Management)
Philip Burton, Adjunct Professor (Ecosystem Science and Management)

Environmental Science

Keith Egger, Professor (Ecosystem Science and Management)
Kevin Hall, Professor (Geography)
William McGill, Professor (Ecosystem Science and Management)
Ron Thring, Professor (Chemistry, Environmental Science and Engineering)
Joselito M., Arocena, Professor, and Canada Research Chair, Soil (Environmental Science and Engineering)
Annie Booth, Associate Professor (Environmental Arts)
John Curry, Associate Professor (School of Environmental Planning)
Arthur Fredeen, Associate Professor (Ecosystem Science and Management)

Peter Jackson, Associate Professor (Environmental Science and Engineering)
Ellen Petticrew, Associate Professor (Geography)
Michael Rutherford, Associate Professor (Environmental Science and Engineering)
Youmin Tang, Associate Professor, and Canada Research Chair-Climate Prediction and Predictability (Environmental Science and Engineering)
Todd Whitcombe, Associate Professor (Chemistry)
Stephen Dévy, Assistant Professor and Canada Research Chair, Northern Hydrometeorology (Environmental Science and Engineering)
Ian Hartley, Assistant Professor (Ecosystem Science and Management)
Jianbing Li, Assistant Professor (Environmental Engineering)
Brian Menounos, Assistant Professor (Geography)
Jueyi Sui, Assistant Professor (Environmental Engineering)
Philip Burton, Adjunct Professor (Ecosystem Science and Management)

Forestry

Keith Egger, Professor (Ecosystem Science and Management)
Oscar Garcia, Professor, and Endowed Chair, Forest Growth and Yield (Ecosystem Science and Management)
Kevin Hall, Professor (Geography)
Staffan Lindgren, Professor (Ecosystem Science and Management)
William McGill, Professor (Ecosystem Science and Management)
Ron Thring, Professor (Chemistry, Environmental Science and Engineering)
Joselito M., Arocena, Professor, and Canada Research Chair, Soil and Environmental Science and Engineering
Arthur Fredeen, Associate Professor (Ecosystem Science and Management)
Chris Hawkins, Associate Professor, and Endowed Chair, Mixed Wood Ecology and Management (Ecosystem Science and Management)
Kathy Lewis, Associate Professor (Ecosystem Science and Management)
Hugues Massicotte, Associate Professor (Ecosystem Science and Management)
Paul Sanborn, Associate Professor (Ecosystem Science and Management-Forestry)
Scott Green, Assistant Professor (Ecosystem Science and Management)
Ian Hartley, Assistant Professor (Ecosystem Science and Management)
Chris Johnson, Assistant Professor (Ecosystem Science and Management)
Chris Opio, Assistant Professor (Ecosystem Science and Management)
Eric Rapaport, Assistant Professor (School of Environmental Planning)
Philip Burton, Adjunct Professor (Ecosystem Science and Management)

Geography

Joselito M., Arocena, Professor, and Canada Research Chair, Soil (Environmental Science and Engineering)
Kevin Hall, Professor (Geography)
Peter Jackson, Associate Professor (Environmental Science and Engineering)
Ellen Petticrew, Associate Professor (Geography)

Debra Straussfogel, Associate Professor (Geography)
 Youmin Tang, Associate Professor (Environmental Science and Engineering)
 Roger Wheate, Associate Professor (Geography)
 Brian Menounos, Assistant Professor (Geography)
 Jueyi Sui, Assistant Professor (Environmental Engineering)

Recreation Resource Management

John Shultis, Associate Professor (Resource Recreation and Tourism)
 Raymond Chipeniuk, Associate Professor (School of Environmental Planning)
 Pam Wright, Associate Professor (Resource Recreation and Tourism)

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
- Recreational Resource 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 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 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 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 credits
Elective Courses	9 credits
MSc Thesis	12 credits
Total Required	27 credits

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 Fall Semester. Students will normally enrol 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.

The Graduate Seminar courses (NRES 704-1.5, MCPS 704-1.5) will be offered during all Fall and Winter Semesters. Students will be expected to enrol 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 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 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 (see *Graduate Studies Admissions and Regulations*), 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 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.

Transfer Students — Upon the recommendation of the program concerned, the Faculty of Research and Graduate Studies 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 Science and Environmental Studies
Graduate Committee: Dr. Joselito M. Arocena

Joselito M. Arocena, Professor, and Canada Research Chair, Soil and Environmental Sciences (Environmental Science and Engineering)
Darwyn Coxson, Professor (Ecosystem Science and Management)
Keith Egger, Professor (Ecosystem Science and Management)
Kevin Hall, Professor (Geography)
Staffan Lindgren, Professor (Ecosystem Science and Management)
William McGill, Professor (Ecosystem Science and Management)
James Randall, Professor (International Studies)
Ron Thring, Professor (Chemistry, Environmental Science and Engineering)
Annie Booth, Associate Professor (Environmental Arts)
John Curry, Associate Professor (School of Environmental Planning)
Arthur Fredeen, Associate Professor (Ecosystem Science and Management)
Gail Fondahl, Associate Professor (Geography)
Michael Gillingham, Associate Professor (Ecosystem Science and Management)
Greg Halseth, Associate Professor, and Canada Research Chair, Rural and Small Town Studies (Geography)
Chris Hawkins, Associate Professor, and Endowed Chair, Mixed Wood Ecology and Management (Ecosystem Science and Management)
Alex Hawley, Associate Professor (Ecosystem Science and Management)
Peter Jackson, Associate Professor (Environmental Science and Engineering)
Kathy Lewis, Associate Professor (Ecosystem Science and Management)
Hugues Massicotte, Associate Professor (Ecosystem Science and Management)
Ken Otter, Associate Professor (Ecosystem Science and Management)
Katherine Parker, Associate Professor, and Ian McTaggart Cowan Muskwa Kechika Research Professor (Ecosystem Science and Management)
Ellen Petticrew, Associate Professor (Geography)
Debra Straussfogel, Associate Professor (Geography)
Youmin Tang, Associate Professor and Canada Research Chair, Climate Prediction and Predictability
Pamela Wright, Associate Professor (Resource Recreation and Tourism)
Stephen Dévy, Assistant Professor and Canada Research Chair, Northern Hydrometeorology (Environmental Science and Engineering)
Chris Opio, Assistant Professor (Ecosystem Science and Management)
Eric Rapaport, Assistant Professor (School of Environmental Planning)
Philip Burton, Adjunct Professor (Ecosystem Science and Management)

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 disciplines 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.

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, 802-3, and 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. Part-time students will normally take the qualifying exam upon completion of the 9 credits of required core courses.

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 coursework, 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 Studies.

GRADUATE PROGRAMS: NATURAL RESOURCES AND ENVIRONMENTAL STUDIES (PHD), POLITICAL SCIENCE (MA)

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 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; and 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.

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 Studies, 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.

Political Science (MA Program)

John Young, Assistant Professor, and Program Chair
Alex Michalos, Professor Emeritus
Deborah Poff, Professor
Boris DeWiel, Associate Professor
Tracy Summerville, Assistant Professor
Gary Wilson, Assistant Professor

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.

Admission

Normally, successful applications to the program will hold a four-year baccalaureate in Political Science and have obtained a GPA of at least 3.0. UNBC and the Political Science program are committed to interdisciplinary co-operation, so students without undergraduate majors in Political Science may be admitted with special provisions made regarding coursework and thesis research programs.

Requirements

Coursework includes POLS 702-3 (Scope and Methods of Political Science), an approved research proposal and a thesis (POLS 799-12). Besides POLS 702-3, **two** of the four required graduate courses should be from political science.

Course Offerings

* Indicates courses offered every year. All others are offered every other year.

POLS 600-3	Classics in Political Theory
POLS 601-3	Resource Politics
*POLS 603-3	Social and Health Policy and Administration
POLS 605-3	Politics of Democratic Transition
POLS 612-3	Aboriginal-State Relations
POLS 613-3	Democracy and Human Rights
*POLS 614-3	Comparative Federalism
*POLS 615-3	Comparative Northern Development
*POLS 634-3	Resource Communities in Transition
* POLS 702-3	Scope and Methods of Political Science
POLS 704-3	Independent Study
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)

Henry Harder, Associate Professor, and Program Chair
 Kenneth Prkachin, Professor
 Robert Tait, Professor
 Sherry Beaumont, Associate Professor
 Han Li, Associate Professor
 Glenda Prkachin, Associate Professor
 Cindy Hardy, Assistant Professor
 Loraine Lavallee, Assistant Professor
 Kyle Matsuba, Assistant Professor
 William Owen, Assistant Professor
 Paul Siakaluk, Assistant Professor

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

Students interested in applying for the MSc in Psychology are responsible for ensuring that all application materials are received at UNBC by January 15.

- 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 coursework.

Requirements

Students in the MSc Program are required to complete a minimum of 23 credit hours of coursework 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
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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

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).

GRADUATE PROGRAMS: PSYCHOLOGY (MSC), (PHD)

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 greater 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)

Henry Harder, Associate Professor, and Program Chair
Kenneth Prkachin, Professor
Robert Tait, Professor
Sherry Beaumont, Associate Professor
Han Li, Associate Professor
Glenda Prkachin, Associate Professor
Cindy Hardy, Assistant Professor
Loraine Lavalley, Assistant Professor
Kyle Matsuba, Assistant Professor
William Owen, Assistant Professor
Paul Siakaluk, Assistant Professor

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.

Graduates from the PhD program in Psychology will be capable of addressing social problems through application of theoretical, practical, and methodological knowledge gained in the program. Together, the MSc and PhD programs in Psychology permit students to obtain the courses required by the College of Psychologists of BC (CPBC) for licensure of psychologists. However, the PhD program does not include the minimum 1600 hours of supervised practice required for licensure. Graduates who wish to present their credentials to the CPBC for licensure will be personally responsible for arranging practica and internships to meet that requirement.

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;
- 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

Students interested in applying for the PhD in Psychology are responsible for ensuring that all application materials are received at UNBC by January 15.

- a letter of interest,
- official transcripts from all post-secondary institutions,
- three letters of reference from academic referees, and
- copy of a thesis or paper submitted for coursework.

In addition to the above, applicants who do not have at least one prior degree in Psychology must submit scores on the Graduate Record Examination Advanced Psychology test by January 15.

Requirements

Students in the PhD program are required to complete a minimum of 16 credit hours of coursework consisting of two graduate seminars:

PSYC 800-2	Graduate Seminar I
PSYC 801-2	Graduate Seminar II

a research practicum:

PSYC 860-6	Research Practicum
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and two courses from:

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
PSYC 720-3	Cross-Cultural Communication in Health Care Settings
PSYC 725-3	Cognitive Neuropsychological Assessment
PSYC 726-3	Personality Assessment
PSYC 730-3	Psychological Interventions
PSYC 805-3	Advanced Topics in Quantitative Psychology

These courses will provide students with the basic foundations upon which to build their PhD research. In addition, all students are required to successfully complete a comprehensive examination and a PhD dissertation (PSYC 890-12). The comprehensive examination is tailored to ensure the student is adequately prepared to begin work on the PhD dissertation.

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 greater 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 will 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)

Greg Beattie, Adjunct Professor, and Acting Program Chair
 Kwong Leung Tang, Professor
 Glen Schmidt, Associate Professor
 Gerard Bellefeuille, Assistant Professor, and BSW Coordinator
 Dawn Hemingway, Assistant Professor
 Arlene Herman, Assistant Professor
 Allan Mason, Assistant Professor
 Heather Peters, Assistant Professor
 Dave Sangha, Assistant Professor
 Dora Tam, Assistant Professor, and Field Director
 Si Transken, Assistant Professor, and MSW Coordinator
 Anita Vaillancourt, Assistant Professor
 Eleanor Wint, Assistant Professor

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 (see *Graduate Studies Admissions and Regulations*), applicants are required to undergo a criminal records search and provide evidence of this prior to being considered for admission. Refer to page 37. 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.

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.

GRADUATE PROGRAMS: SOCIAL WORK (MSW)

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.

Applications for admission to the MSW program are available from the Office of Graduate Studies.

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.

A minimum of two years post BSW (24 months full-time equivalent) human service experience is normally required before candidates can be considered for the MSW program. To be admitted, a minimum academic standing of B- (70%) in the undergraduate degree is normally 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 Route 1: The One Year MSW: Entry from a Bachelor of Social Work and normally two years (24 months full-time equivalent) post BSW human service experience.

For full-time students this will consist of 33 credit hours of coursework including completion of a thesis or practicum report.

Entry Route 2: The Two Year MSW: Entry with a Bachelor degree in a related field or discipline and two years (24 months full-time equivalent) human service experience (66 credit hours).

For full-time students, this will consist of a minimum two years (25 months) program of course and practica. A thesis or practicum report is required following completion of coursework. An oral defense is required for the thesis or practicum. This route normally includes 66 credit hours consisting of 33 credit hours in each of the two years.

One Year MSW

This program requires the successful completion of a minimum course work of 27 credit hours for practicum students and 24 credit hours for thesis students. The program comprises an integrated core of five required courses, two elective courses, a thesis practicum and a thesis, OR five required courses, four electives and a practicum.

Requirements

All students must take the following required courses:

SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advance Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3	MSW Integrative Seminar
Thesis students must take SOCW 701-3 Thesis Practicum	

Two of:

SOCW 601-3	Current Issues in Northern/Remote Social Work
SOCW 602-3	First Nations: Adv Social Work Practice
SOCW 603-3	Women: Policy/Practice Issues
SOCW 605-3	Community Work/Politics of Change

Electives

Thesis students are required to take two electives and
Practicum students are required to take four electives from:

SOCW 604-3	Directed Readings/Electives
SOCW 610-3	Addictions and Mental Health
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

Thesis and Practicum

SOCW 700-9	MSW Thesis
SOCW 701-3	Thesis Practicum
SOCW 732-6	MSW Practicum II

Two Year MSW

The MSW normally comprises 33 credit hours (one year) of graduate study for those with a BSW degree and two years of previous human service experience. 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 first year will consist of 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
SOCW Elective-3	Two 3 credit hour 600-level Social Work elective courses

Course Descriptions

Course Abbreviations Listed Alphabetically

Course Code	Courses
ANTH	Anthropology
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
GEOG	Geography
GNDR	Gender Studies
HHSC	Health and Human Science
HIST	History
IDIS	Interdisciplinary
INTS	International Studies
INTX	International Exchange
MATH	Mathematics
MCPS	Mathematical, Computer, and Physical Sciences
NREM	Natural Resources Management
NRES	Natural Resources and Environmental Studies
NURS	Nursing
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RRT	Resource Recreation and Tourism
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

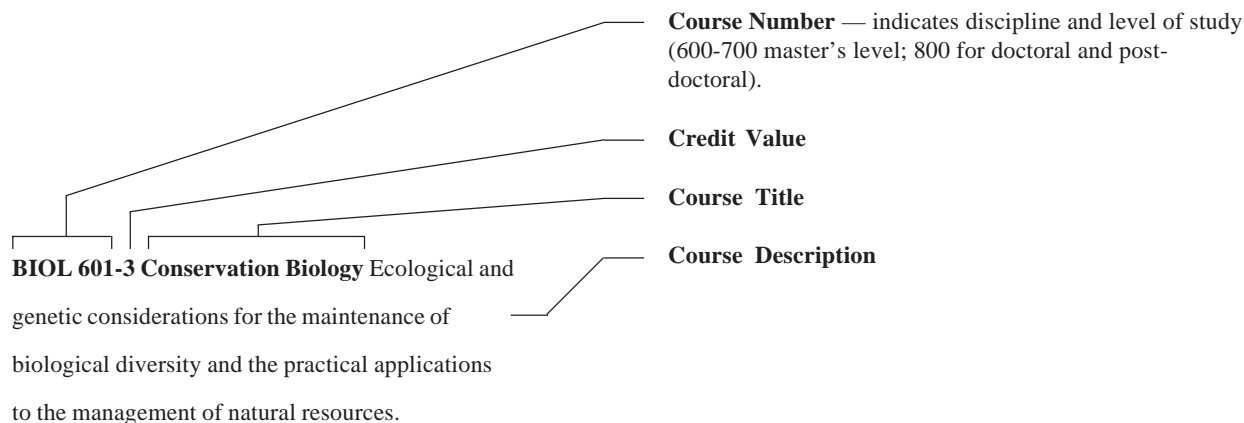
A prerequisite course is an academic requirement that must be successfully completed prior to the student taking a course. Prerequisites are used to ensure that a student has the required background to successfully complete the course. Prerequisites may also have prerequisites. These prerequisites must also be fulfilled.

Course Offerings

Not all courses are offered every year. Check the *UNBC Web Site 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. For definitions of terms used throughout the Calendar, refer to the *Glossary*.



■ Anthropology

ANTH 600-3 Topics in Anthropological Theory This course will survey and critique 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 Topics in Landscapes and Place An examination and critique of the anthropological approaches to landscape space and place. Cross-cultural and cross-temporal case studies will be 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 Topics in British Columbia Ethnography A comparative critique of contemporary ethnographic research of selected cultures or regions.

Prerequisites: permission of the instructor
Precluded: ANTH 407-3

ANTH 609-3 Topics in British Columbia Archaeology A problem-based seminar in which selected issues will be 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 Topics in Biological Anthropology A problem-oriented and project-based seminar in which one (or more) selected topics in biological anthropology will be examined. Credit available for both ANTH 411-3 and ANTH 611-3 provided topic is substantively different between offerings.

Prerequisites: ANTH 200-3 or permission of the instructor

ANTH 613-3 Topics in Environmental Anthropology An examination of the anthropological literature on ecology and environmental practices. Contemporary issues and examples relevant to indigenous practices and northern peoples will be 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

COURSE DESCRIPTIONS: ANTHROPOLOGY

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

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

■ **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 631-3 Plant – Microbial Interactions Parasitic diseases and mutualistic associations of plants, especially forest trees. Emphasis will be placed on the conceptual framework and methods for studying the ecology and phylogeny of fungal plant pathogens and mycorrhizal symbionts, and the physiology of plant-microbe interactions.

Precluded: BIOL 401-3

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

BIOL 720-12 Research Thesis Thesis, oral presentation and oral examination of research project results. Required for graduation in Biology. Only available to students previously admitted to the MSc (Biology).

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 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 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 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 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.

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 690-3 Northern Business Issues This intensive seminar course explores political, economic and managerial issues that are particularly important in northern and rural areas. Guest speakers, individual and group research compliments 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.

Prerequisites: COMM 610-3 or permission of the instructor

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 Resources 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 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 601-3 Software Engineering for Real-Time Systems This course introduces typical real-time applications including hard vs. soft real-time systems. A reference model for real-time systems is developed. Other topics covered include: scheduling of periodic and aperiodic tasks, resource access control, multiprocessor scheduling and synchronization, real-time aspects of operating systems and communication protocols, software engineering methods for real-time systems, and representing real-time concepts with Unified Modelling Language (UML). Software tools for development of real-time systems are introduced.

Precluded: CPSC 401-3

CPSC 622-3 Database Systems Relational, hierarchical, and network systems, storage structure and access method, data definition and data manipulation languages, SQL, relational data structure, relational algebra and calculus, query optimization, recovery and concurrency, security and integrity, introduction to functional dependencies, normalization, 1NF, 2NF, 3NF and BCNF. A relational DBMS and data processing software will be used for understanding SQL and other concepts.

Prerequisites: CPSC 241-3, 281-3 and 321-3 or permission of the instructor

Precluded: CPSC 422-3

CPSC 634-3 Hardware Architecture CPU architecture including registers and accumulators, ALU design, control unit, operand codes and instruction sets, register transfer level language, fetch execute cycle and branching, address and data buses, microcoding of instructions. Memory design and addressing, memory types and memory performance, cache and caching techniques, memory indirect addressing. Interrupts and exception handling techniques. DMA controllers. Pipeline and parallel architectures.

Prerequisites: CPSC 231-4 and 321-3 or permission of the instructor

Precluded: CPSC 434-3

CPSC 640-3 Computer Networks Data transmission and encoding, multiplexing, circuit switching, packet switching, network protocols, data communication hardware, ISO model, Data Link Layer, Network Layer, Local Area Networks (LANs), Wide Area Networks (WANs), Metropolitan Area Networks (MANs), Backbone Networks (BNs), network design and implementation, network management, network security.

Prerequisites: CPSC 321-3 or permission of the instructor

Precluded: CPSC 440-3

CPSC 641-3 Distributed Systems Evolution of technology and concepts underlying distributed computing systems. Fundamentals and principles of distributed computing. Language constructs for distributed programming. Formal specification of distributed systems. Distributed algorithms. Elements of distributed operating systems. Elements of fault-tolerant distributed architectures.

Prerequisites: CPSC 320-3 and 321-3 or permission of the instructor

Precluded: CPSC 441-3

CPSC 643-3 Mobile Computing This course provides an overview of Internet, TCP/IP and the field of mobile computing. The topics covered in detail include IEEE 802.11 Wireless LANs, Physical Layer for CDMA and OFDM, MAC Layer for CSMA/CA, 2.5G and 3G cellular architectures, Physical Layer for cellular networks (CDMA, TDMA and OFDM), MAC layer for CDMA and TDMA based cellular networks, Mobile IPv4/v6, and Application

Layer (IP Multimedia Subsystem, Multimedia Messaging, Location-Based Services).

Prerequisites: Permission of the Instructor

Precluded: CPSC 443-3

CPSC 672-3 Knowledge Based Systems Rule-based forward chaining and backward chaining systems, theorem provers, inference engines and meta-interpreters. Knowledge representation and knowledge-acquisition, machine learning techniques. Uncertainty, Bayesian probability, certainty factors, non-monotonic logics and reasoning with beliefs, fuzzy logic and other approaches.

Prerequisites: CPSC 371-3 or permission of the instructor

Precluded: CPSC 472-3

CPSC 674-3 Natural Language Processing Formal grammars and the Chomsky hierarchy. Natural languages and models of syntax. Lexicons and augmented lexicons, feature structures, morphology. Top down and bottom up parsers, left corner and chart parsers. Dealing with context sensitivity. Semantic structures and knowledge representation for NLP. Linguistic models, LFG, HPSG, Principles and Parameters. Introduction to discourse models and extra sentential processing.

Prerequisites: CPSC 371-3 or permission of the instructor

Precluded: CPSC 474-3

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 691-3 Computing Project II 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 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 Language

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 Huffman 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.

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 Special Topics I

CPSC 792-3 Special Topics II

■ 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 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 a three-month continuous term.

DISM 797-3 Disability Management Project The project involves the collection and evaluation of evidence according to scientific criteria and results in an article-length manuscript. Students develop theoretically defensible innovations in disability management practice.

DISM 798-(3-6) Directed Studies

DISM 799-9 Disability Management Thesis

■ Economics

ECON 601-3 Global Economy This course analyzes the evolution of, and assesses competing theories of, the world economy. Particular attention is paid to analyzing the “new globalism” of the 1990s and examining the implications for policy makers.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: ECON 410-3

ECON 625-3 Trade and the Environment This course considers the relationship between different international trade regimes and environmental issues.

Prerequisite: ECON 425-3

ECON 698-3 Special Topics in Economics

■ 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 Educational Research 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. The student is given instruction in common word processing and spreadsheet programs for the purpose of statistical analysis and reporting. This course is a prerequisite for EDUC 603-4 and EDUC 620-4.

EDUC 603-4 Advanced Educational Research Data Analysis (Lecture/Lab) 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 will be 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 610-4 Qualitative Analysis in Education (Lecture/Lab) This course critically examines the conceptual underpinnings and application of approaches to educational research using qualitative data such as construction of questionnaires, interviews, surveys, case studies, and ethnographics. Problems typical of research designs with such approaches are addressed.

EDUC 613-3 Interpersonal Counselling Skills This course is an interpersonal communication course that links counselling theory and counselling practice using the Rogerian Person-Centered approach to counselling, based on post-modern and post-structuralist theory.

EDUC 618-3 Working with Parents and Families An examination of the theories of family therapy and research and the application of those theories to working with parents and families.

EDUC 619-3 First Nations Counselling 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 Measurement and Evaluation (Lecture/Lab) Training in the practices of item and instrument construction coupled with an introduction to classical test theory and item response modelling (IRM). Selection and open-ended item formats are dealt with for achievement, performance assessment, and affective measures. Selected topics include classical item analysis, reliability and validity, and an introduction to item response models, with emphasis on the Rasch model. Other topics such as generalizability theory, examination equating, standard setting or norming studies may be included based on the time and needs of the class. Instruction in the use of specialized software for test construction, classical item analysis and IRM is part of the course. This course is a prerequisite for EDUC 721-3.

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 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 lifespan, 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 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 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 646-3 First Nations Education A study of educational foundations, curriculum and instruction theory, and teaching practices in relation to the needs and resources of First Nations students. This course will also include a critical examination of commercially-produced teaching resources that are currently available for use in First Nations schools.

EDUC 647-3 Educational Issues in Northern Schools A study of educational issues in relation to the unique needs and resources of students and educators in northern communities. The issues selected for this course will be of particular interest to teachers, counsellors and school administrators.

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 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. Students may not take more than two Special Topics courses.

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, and existential therapies.

EDUC 712-3 Counselling Practice This course is a critical examination of the counselling skills, strategies and techniques that constitute counselling practice. In addition to lectures, this course requires intensive individual supervision of clinical counselling skills. Topics include the 3-stage Egan Model, cognitive behavioural strategies, solution focused and narrative therapy.

Prerequisite: EDUC 613-3 This course is restricted to MEd Counselling students.

COURSE DESCRIPTIONS: EDUCATION, ENGLISH

EDUC 714-3 Group Counselling Processes Consideration of the theory and practice of group counselling with an opportunity both to participate in and conduct group counselling 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 719-3 Counselling Practicum This course is a two-stage extended practicum which may include graduated placements in at least two different school, agency or institutional settings; scheduled seminars; and supervised individual counselling. Students are required to complete 120 hours of direct client contact time to complete successfully the practicum requirements.

Prerequisites: EDUC 613-3, EDUC 711-3, 712-3, and 714-3 and two Counselling elective courses. 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 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 inter-relationship.

Prerequisites: successful completion of all other degree requirements.

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 of the graduate English (600 level) courses as part of an interdisciplinary or other MA program should consult the English Program Chair.

ENGL 600-3 Contemporary Theory An 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 610-3 Women and Literature 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 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 Canadian Literature A course in multi-cultural and cross-cultural expressions in modern and contemporary Canadian literature. Authors may include Margaret Laurence, Hugh McLennan, Rohinton Mistry, Rudy Wiebe, Aritha van Herk, Joy Kogawa, Marlene Nourbese Philip.

ENGL 640-3 Postcolonial Literatures I 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 641-3 Postcolonial Literatures II A survey of postcolonial writing in one of the following areas: Africa, the Caribbean, Australasia, India.

ENGL 650-3 Comparative Literature This is an advanced course in Comparative Literature which 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 670-3 Creative Writing - Poetry Lectures and workshops in the craft of writing poetry.

ENGL 671-3 Creative Writing - Fiction and Creative Non-Fiction Lectures and workshops in the craft of writing fiction and/or creative non-fiction.

ENGL 672-3 Creative Writing - Drama and Script-Writing Lectures and workshops in the craft of writing drama and script-writing.

ENGL 680-3 Science Fiction A study of the structures and motifs of science fiction and fantasy.

ENGL 682-3 Literature of First Contact Aspects of the first contact of empire and colony, including historical accounts, and revisionist accounts of the nineteenth and twentieth centuries.

ENGL 683-3 Special Topics 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 Victorian Studies 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 686-3 Literature of the Fantastic Various periods and aspects of fantastic literature. When appropriate, the course will include film and graphic arts as well as literary texts.

ENGL 690-3 Bibliography 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 Renaissance Literature A study of 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 Information Technologies 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 Cultural Studies An introduction to the interdisciplinary methodologies of cultural studies, with a focus on definitions of culture and the imbrications of race, class, and gender. An exploration of the themes of postmodernism, popular culture, historical cultural formations, social history, and/or the relation between politics and culture.

ENGL 698-3 Special Topics

ENGL 699-3 Independent Study in Literature

■ 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.

Prcluded: 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.

Prcluded: 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

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 Global Change Science Earth's environmental systems-atmosphere, biosphere, lithosphere and hydrosphere-are intimately interconnected and undergoing periodic and chaotic natural variability. A fifth "system"-the anthrosphere (human species)-has become an increasingly significant component of the Earth System. This course covers topics in global change science including: past climate and environmental change, climate and environmental variability and prediction, climate and environmental change interactions with biological organisms and ecosystems, implications of climate and environmental change for terrestrial systems, and the human role in global change.

Precluded: ENSC 425-3

ENSC 651-3 Groundwater Hydrology This course introduces fundamental principles of groundwater flow and subsurface contaminant transport, and their applications to solve problems related to groundwater resources evaluation, development, and management. Topics include occurrence and movement of groundwater, steady-state and transient well hydraulics, site characterization, unsaturated flow theory, groundwater quality and contamination, contaminant transport simulation, petroleum hydrocarbon transport and remediation systems, 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

See NRES course listing for additional 700-level Environmental Science courses.

■ 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.

Prcluded: ENPL 415-3

See NRES course listing for additional 700-level Environmental Planning 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.

Prcluded: ENVS 414-3, NREM 411-3

ENVS 720-12 Research Thesis Thesis, oral presentation and oral examination of research project results. Required for graduation in Environmental Science. Only available to students previously admitted to the MSc (Environmental Science).

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 enrol

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 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 neighboring 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

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 twentieth-century women artists, photographers, fashion designers and film makers while also examining feminist critical responses to these visual forms of expression. Examples of topics for discussion will include the role of the spectator, aspects of play and domination in visual display that shape our cultural ideas of the body, gender and the difference "point of view" makes in film production and consumption, fur fashions and the debate between aboriginal trappers and "Greenpeace." Materials to be covered may

include Lizzie Borden's film *Born in Flames*, Mexican artist Frida Kahlo, Barbara Kruger's photomontages, fashion designers Elsa Schiaparelli and Vivienne Westwood, Jenny Livingston's film, *Paris is Burning*, British Photographer Jill Posener (graffiti collections), Dene photographer Dorothy Chocolate, artists Mary Kelly and Mamelie Hassan, Virginia Woolf's *Orlando* and Angela Carter's *Wise Children*.

GNDR 602-3 Political Economy and First Nations

Women The purpose of this course is to understand how the political economy acts upon First Nations women's lives in and beyond their home communities as well as to offer comparative examples of similar processes from elsewhere in the new world and from Asia and Africa. Of primary concern will be a study of the gender implications of the structured relation between the state and First Nations political and social associations, and of the implications of interstate relations for First Nations and of the articulation of the dominant political economy and that of marginal communities that continue to rely upon a domestic economy. From this point of departure, several issues of gender politics will be explored: How are social and economic resources allocated to women and men? What are the gender specific implications of state policies such as child welfare, community development, social housing, etc? Can women hope to achieve their socio-economic goals by seeking state reform?

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 608-3 Gender and International Relations This course will examine in detail topics related to women and international relations as selected by the instructor.

Precluded: WMST 407-3

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. Topics covered will include, but not necessarily be limited to, debates weighing the relative merits of quantitative and qualitative methods in social science, social relations between research and respondents, participatory research, community-based research, etc.

GNDR 610-3 Feminist Political Philosophy This course will provide an analysis and critique of both the historical and contemporary literature on feminist political philosophy. Beginning with Mary Alcott, this course will trace feminist political philosophy from its enlightenment roots to its contemporary post-modernist critique on

enlightenment notions of rationality. Students will study primary sources from the political writings of Wollstonecraft, Engels, Harriet Taylor Mill, de Beauvoir, Millett, Hartsock and Haraway.

GNDR 611-3 Contemporary Feminist Theories This course covers the recent history of feminist theories beginning with Simone de Beauvoir's *The Second Sex*. Students will also read a selection of contemporary writers such as Adrienne Rich, Audre Lorde, Sheila Rowbotham, Bell Hooks, Cynthia Enloe, Nawal el Saadawi and Jeannette Armstrong. The course focuses on the intersections among race, class, sexuality, gender and decolonization that this history of writing has brought to the centre of current feminist critique.

Precluded: WMST 411-3

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 postcolonial feminist theorists such as a Gayatri Chakravorty Spivak, Teresa de Lauretis, and Trinh T Minh-ha while also considering postcolonial theorists such as Homi Bhabha and Edward Said from a critical feminist perspective. The theoretical material will be placed in the context of contemporary First Nations Women's writings in Canada and the US.

GNDR 704-3 Gender, Theory, and Anthropology A study of anthropological debates regarding the (im)possibility of feminist anthropology with particular emphasis on theory and research methods. Drawing from diverse positions of British and American Theorists such as Judith Stacey, Anne Whitehead, Marilyn Strathern, this course will explore the tensions between the feminist project of 'sisterhood' and anthropological construction of difference, whether that difference is encountered in one's own community (for example Stacey's family studies in California) or at a distance from one's community.

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 707-3 Feminist Perspectives on Science and Technology This interdisciplinary course provides a feminist critical understanding of science and technology as they have developed and been used in western societies. It deals with late 20th century critiques of science and technology; contemporary debates about reproductive and genetic technologies, gender, race and modern science; technology transfer and gender in "developing" countries; the effects of science policy for women (scientists and non-scientists), and the possibilities for a community-based, integrated science in the 21st century.

GNDR 708-3 Gender, Power, and Environmental Problems This course focuses on gendered environmental problems from both historical and contemporary perspectives. It provides a feminist critical analysis of the power relations in modern societies that cause environmental degradation; deals with the particular problems facing women in "developing countries" and discusses various environmental movements, such as ecofeminism.

GNDR 709-3 Topics in Feminism and Social Regulation This interdisciplinary course offers comparative study of regulatory practices and policies of state and civil powers, with an emphasis on their impact on Aboriginal and minority women of Canada. Specific topics may include the plurality and complexity of legal jurisdictions, health and social welfare regulation, and the intersection of religious and secular legal orders.

GNDR 710-3 Topics in Feminism and Anthropology This is an advanced course that will examine issues of gender and difference from an anthropological perspective. Drawing from diverse positions of feminist anthropologists, we will explore theoretical and methodological debates concerning the ethnographic representation of the 'other', the (im)possibility of a feminist anthropology, and the role of feminist anthropology in postcolonial relations.

Recommended: ANTH 406-3/606-3 (Feminist Perspectives in Anthropology) to obtain a basic understanding of feminist perspectives in anthropology.

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

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 An investigation of river channel morphometry and landforms developed by running water: a focus on the physical processes and techniques of measurement. Field trips required.

Prerequisites: GEOG 310-3 or equivalent or permission of the instructor

Precluded: GEOG 405-3

GEOG 611-3 Geomorphology of Northern BC This course reviews the geomorphology of this region with emphasis on the Quaternary history and relevant glacial and fluvial processes. Special topics, which vary from year to year, will be a component of this course. Field trips required.

Prerequisites: GEOG 210-3, 311-3 or permission of the instructor

Precluded: GEOG 411-3

GEOG 612-3 Geomorphology of Cold Regions This course offers a detailed look at the processes and landforms of the polar regions of our planet and consideration of cryogenic processes on Mars.

Prerequisites: Geography 210-3 or permission of the instructor

Precluded: GEOG 412-3

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 622-3 Geography of the World Economy This advanced seminar course surveys theoretical approaches in economic geography related to interpreting economic restructuring within the global economy, especially with regard to uneven development and its environmental impacts. Specific topics covered include world-systems theory, dependency theory and the eco-economy approaches, as well as the role of international agreements and trade partnerships.

Prerequisites: permission of the instructor

Precluded: GEOG 422-3

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 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 720-12 Research Thesis

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 will be related to changes that have occurred in the political, social, and technological environment.

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 A detailed review of the health status and its determinants of the First Nations peoples. Emphasis will be 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.

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 Examines the health promotion theories, principles, and underlying philosophies within a primary health care framework. Students will identify and critique health promotion issues and explore strategies which promote well-being among individuals, groups, and communities.

Precluded: NURS 402-3

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 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 Advance Qualitative Research Approaches in Health and Human Sciences This course will explore various approaches to qualitative research in the health and human sciences. The approaches will be discussed in light of the epistemological and ontological commitments, their methods and their demands upon the researcher. Included will be an examination of inherent issues of ethics and rigour. The approaches to be examined would normally include: phenomenology, interpretive phenomenology, participatory action research, feminist research, grounded theory and institutional ethnography.

HHSC 799-9 Thesis

COURSE DESCRIPTIONS: HISTORY, INTERDISCIPLINARY STUDIES, INTERNATIONAL, EXCHANGE, STUDIES

■ **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 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 799-12 Thesis

■ **International Exchange**

INTX 688 (3-12) 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"?

Prerequisites: 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 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, classical Banach spaces, linear functionals and dual spaces, topological vector spaces, Hilbert space, orthogonal systems and Fourier series.

Prerequisites: MATH 226-3 and MATH 302-3 and MATH 321-3, or permission of the instructor

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 610-3 History of Mathematics Topics in history of mathematics will be chosen by the instructor.

Prerequisites: permission of the instructor

Precluded: MATH 410-3

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

MATH 625-3 Mathematical Logic Introduction of the theory of formal systems and to the theory of recursion. Topics to be chosen from formal proof systems, propositional logic, first-order predicate logic, semantics, and the completeness and compactness theorems.

Prerequisites: MATH 320-3 or CPSC 340-3

Precluded: MATH 425-3

COURSE DESCRIPTIONS: MATHEMATICS

MATH 633-3 Topics in Partial Differential Equations

An introduction to techniques of applied mathematics with an emphasis on partial differential equations and the modelling of continuous phenomena. Topics should include systems of first-order partial differential equations, systems of conservation laws and discontinuous solutions, variational methods of solution and Green's functions, integral equations and weak solutions, distribution theory, eigenvalue problems, singular perturbation methods.

Prerequisites: MATH 333-3 or equivalent

Precluded: MATH 430-3 or MATH 433-3

MATH 634-3 Topics in Applied Mathematics

An overview of several problems of applied mathematics, and some of the approximation techniques used. Topics may include perturbation theory, random processes and partial differential equations, asymptotic series and asymptotic solution methods, dimensional analysis and scaling, boundary layer theory. Equations in applied mathematics may include examples from continuum mechanics, fluid dynamics, potential theory, oceanography and meteorology.

Prerequisites: MATH 333-3 or equivalent

Precluded: MATH 431-3 or MATH 434-3

MATH 635-3 Numerical Methods in Differential Equations

A course in numerical analysis which focuses mainly on the numerical solution of ordinary and partial differential equations. Topics include initial value problems for systems of ordinary differential equations, boundary valued problems for ordinary differential equations, and an introduction to the numerical solution of canonical second-order partial differential equations via finite difference methods.

Prerequisites: MATH 230-3 and MATH 335-3 or equivalent

Precluded: MATH 331-3 or MATH 435-3

MATH 640-3 Advanced Probability and Statistics

The course will consider the following advanced topics in Probability and Statistics: Limit theorems: laws of large numbers and CLT, Kolmogorov inequality, weak and strong convergence, large deviations, Markov chains with applications, ergodic theorems, martingales, and martingale methods, extreme value theory and other statistics, estimation of parameters.

Prerequisites: permission of the instructor

Precluded: MATH 440-3

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 include basic graph concepts, flows and connectivity, trees, matchings and factors, graph colouring, scheduling, planar graphs, algorithms.

Prerequisites: MATH 224-3 or CPSC 241-3

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, metrizability, 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 Topology Topological spaces, Tychonoff theorem, Tietze extension theorems, Urysohn lemma, compactification, homotopy theory, fundamental group, uniform spaces, knot theory.

Prerequisites: 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

MATH 790-3 Topics in Geometry Topics may include introduction to submanifold geometry, Lie groups and symmetric spaces.

Prerequisites: permission of the instructor

■ Mathematical, Computer, and Physical Sciences

MCPS 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 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 available.) This is a pass/fail course.

MCPS 705-3 Research Design and Methods This course is designed to expose 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 science 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 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.

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 science 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.

■ Natural Resources and Environmental Studies

The content of NRES 700-level courses support the range of streams within the NRES degrees including Biology, Environmental Science, Environmental Studies, Forestry, Geography, and Recreation Resource 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.

Pre-requisite: 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

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 coevolved 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 750-3 Biological and Environmental Fluid Dynamics This course examines transport processes in fluid systems (aquatic, atmospheric) involving organisms, gases, solutes, and sediments. Specific topics may include fluid dynamic principles, Navier Stokes equations, turbulence and mixing, dispersion, sedimentation, entrainment, transport phenomena, air-sea interactions, boundary layer processes, physical ecology, and pollutant transfer. Students use direct measurements and physical and computer models.

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 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).

COURSE DESCRIPTIONS: NRES, NATURAL RESOURCES MANAGEMENT

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 co-ordinator, 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 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

NREM 655-3 Biogeochemical Processes in Soil Systems Principles, components and measurement of physical, chemical and biological processes in soils. Biogeochemical processes will be related to forest fertility and environmental quality concerns such as pollution of soil and water.

Precluded: FSTY 455-3

NREM 710-(3-6) Professional Project Professional paper or project for non-thesis students. Includes oral and written presentation. Available only to students previously admitted to the MSc (Natural Resources Management).

NREM 720-12 Research Thesis Thesis, oral presentation and oral examination of research project results. Required for graduation in the Natural Resources Management thesis option. Available only to students previously admitted to the MSc (Natural Resources Management).

See NRES course listing for additional 700-level Natural Resources Management courses.

■ Nursing

NURS 601-4 Advanced Health Assessment Focuses on diagnostic reasoning and clinical decision-making applied to health history and physical assessment of clients across the life span. Emphasis is on clinical applications in rural and northern settings.

Prerequisites: NURS 302-3 or equivalent. Permission of the instructor.

Precluded: NURS 460-4

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 617-4 Management of Emergent Situations Provides theoretical knowledge and practice skills required to manage patients with emergency health problems in northern, remote, or rural settings. Emphasis is on initial stabilization, management and transport of patients requiring emergency care.

Prerequisites: NURS 302-3 or equivalent. Permission of the instructor.

Precluded: NURS 417-4

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 Development and Evaluation An exploration of various program planning and evaluation approaches, theories and skills. Emphasis is on health programs concerning the organization and delivery of services, health promotion, and/or health professional education.

■ 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

COURSE DESCRIPTIONS: PHYSICS, POLITICAL SCIENCE

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 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

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 Theory A close analysis of classic treatise in political theory from antiquity to the present. Texts will vary on a yearly basis.

Prerequisites: POLS 204-3, 300-3, or permission of instructor

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.

POLS 603-3 Social and Health Policy and Administration The evolution of social and health services in Canada in a comparative context. The provision of public services, federal-provincial relations and the development of community health and social services.

POLS 605-3 Politics of Democratic Transition A comparative analysis of the challenges of political, economic and social transition in post Communist Europe.

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.

POLS 612-3 Aboriginal-State Relations A comparative study of relations between modern states and aboriginal peoples, and the quest by aboriginal peoples for self-determination.

Prerequisites: POLS 202-3 and upper division standing or permission of the instructor

Precluded: POLS 412-3

POLS 613-3 Democracy and Human Rights A

comparative examination of political transformation with a focus on prospects for more democratic systems, links between economic and political change, and differing conceptions of human rights. Case studies will be drawn from various countries.

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.

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.

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 norths 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 Contemporary Theories of Political Community A comparison of contemporary philosophical approaches to the basic questions of politics: Who are we and how should we live together?

Precluded: POLS 472-3

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 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 will emphasize 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 will focus on the use of a statistical package to produce results. Examples will be 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 will consider statistical models involving multiple response variables (i.e. multivariate methods). The course will cover: 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 will focus on the use of a statistical package to produce results. Examples will be 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 the theoretical and physiological basis of neuropsychological processes.

COURSE DESCRIPTIONS: PSYCHOLOGY

PSYC 615-3 Social Psychology Advanced study of social psychology and social cognition. This course provides exposure to major current issues in the study of social behaviour. Topics of special relevance to the social problems of the north will be considered.

PSYC 620-3 Health Psychology 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 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, will be critically reviewed.

PSYC 635-3 Cognition and Learning Advanced study of cognition and cognitive processes.

PSYC 645-3 Developmental Psychology 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

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 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 Advanced study in specific substantive areas. Topics may include aging, communication theory, cross-cultural issues, emotion, gender, health promotion, history and systems, and so forth. Topic area will be noted on 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 Supervised exposure to applied psychology practice. 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 812-3 Independent Research Allows a PhD student to conduct research under the supervision of a faculty member.

PSYC 860-6 Research Practicum The research practicum will focus on the acquisition of technical skills and practical research experience. PhD 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: enrolment in PhD program and permission of the instructor

PSYC 890-12 PhD Dissertation An original, empirical research project.

■ Resource Recreation and Tourism

RRT 608-3 Social and Behavioural Dimensions of Recreation and Tourism Examines individual and social factors that shape personal perception, experience and behaviours in a recreation and tourism setting.

Precluded: RRT 408-3

RRT 610-3 Research and Analysis in Recreation and Tourism This course examines contemporary research in resource recreation and tourism, with special emphasis on the critical review of methodologies, adaptive techniques and theoretical foundations and models.

Precluded: RRT 410-3

RRT 612-3 Issues and Trends in Resource Recreation and Tourism This seminar examines current issues and problems in resource recreation and tourism, and explores philosophical, historical and contemporary trends and issues in resource recreation, parks and tourism. The future outlook for management, administration and utilization of recreation and tourism resources in BC will be examined.

Precluded: RRT 412-3

RRT 613-3 Visitor Management Theories and applications in the various aspects of visitor management in relationship to wildlands and other natural resource areas. Visitor behaviours, expectations, and motivations for visiting natural landscapes will be covered.

Precluded: RRT 413-3

See NRES course listing for additional 700-level Recreation Resource Tourism courses.

■ 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

COURSE DESCRIPTIONS: SOCIAL WORK

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/Electives Directed Readings and Electives enables students to undertake an independent reading course in an area that fits a chosen MSW research/policy/practice concentration. Another option is to pursue an elective that fits a chosen MSW concentration from courses offered in other Programs at UNBC. Normally students will take a maximum of one Directed Reading and Elective.

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.

SOCW 610-3 Addictions and Mental Health Alternative Approaches in Social Work Practice: Addictions and Mental Health will introduce and explore a variety of techniques in expressive arts, movement and process oriented therapeutic approaches in working with individuals, couples, families and groups. Themes and exercises will focus on addictive behaviours, mental health and wellness. Exercises will be interwoven throughout the course. These will incorporate the materials taught and will 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 course is an introductory course that 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 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 Two Year MSW program

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 will be contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

Prerequisites: admission to the Two Year MSW program

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 will provide 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 Two Year MSW program

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 inviting students to consider the relationship between research, policy and social work practice. The course will review ideologies of social welfare policy, its formulation and implementation and consequences for people in need. Policy formulation will be 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 will be explored.

Prerequisites: admission to the Two Year MSW program

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 will be 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 Two Year MSW program

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 Two Year MSW program

COURSE DESCRIPTIONS: SOCIAL WORK

SOCW 637-3 Advanced Practice

(formerly SOCW 636-6) 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 Two Year MSW program

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 700-9 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 Thesis Practicum This field placement requires students to perform in a social work role or organizational setting two days per week through the September Semester. Field education will provide students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest.

Prerequisites: admission to the MSW program

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 three days per week through the September and January Semesters. Field education will provide students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest. Students should be placed in an agency or organizational setting that matches their specific learning needs.

Prerequisites: admission to the MSW program

Awards and Financial Aid

The Awards, Financial Aid and Student Employment Centre 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; UNBC awards; and employment opportunities.

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.

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Donors interested in establishing new awards are encouraged to contact the Office of University Development at 1-866-960-5750 or devoff@unbc.ca

I. Awards

The University of Northern British Columbia is committed to encouraging students from diverse backgrounds and experience to further their academic education through the establishment of scholarships, which promote academic excellence and bursaries which assist students in overcoming financial barriers to post-secondary education. All awards established at the University of Northern British Columbia are subject to acceptance by the University Senate. Students in, or applying to, the Graduate Diploma in Business Administration/Masters in Business Administration Program are not eligible for UNBC graduate awards unless an award directly specifies their eligibility.

1. Applications

Application forms for Graduate Awards are available in the UNBC Awards, Financial Aid and Student Employment Centre. An on-line application form is also available by accessing the UNBC web site www.unbc.ca/finaid.

Individual applicants are responsible for knowing the application deadlines, providing complete information on the application form and for supplying any supporting documentation that is required.

Unless otherwise stated in the criteria, the deadline for applying for most Graduate Awards is February 15 each year.

2. Definitions

Unless otherwise stated these definitions apply to the criteria listed on subsequent pages.

Academic Excellence

Normally a minimum A average, equivalent to or greater than a 4.00 GPA.

Academic Proficiency

Normally a B+ average, equivalent to or greater than a 3.33 GPA.

Satisfactory Academic Standing

Normally a minimum B average, equivalent or greater than a 3.00 GPA, with no course grade less than a B-.

Minimum Standing

For the purpose of awards eligibility, minimum standing ("passing grades") shall be considered equivalent to satisfactory academic standing.

Annual GPA

Calculated on the basis of grade point averages for credit hours completed during the awards year, May 1 to April 31.

Award Units

Calculated by multiplying the credit hours completed during the specified term by the grade points received for those hours.

Full-time Graduate Student

A full-time student is a graduate student who is enrolled in six credits or more per semester, or is enrolled in a thesis, project, or comprehensive examination or dissertation.

Resident of Northern BC

A person who resides in a northern community located within the regions established under the *College and Institute Act* for the College of New Caledonia, the Northern Lights College and the Northwest Community College.

A resident of northern British Columbia is defined as a person whose principal residence for twelve consecutive months immediately prior to admission at UNBC is within the defined region.

Award Types

Award

An award may be a fellowship, scholarship, bursary, prize or other monetary recognition assigned to a student.

Fellowship

Usually available only to graduate students, awarded on the basis of high academic achievement (academic excellence or academic proficiency) toward which secondary criteria may be applied.

Scholarship

Awarded on the basis of high academic achievement (academic excellence or academic proficiency) toward which secondary criteria may be applied.

Bursary

Awarded on the basis of demonstrable financial need, provided the student has met the requirement of satisfactory academic standing, toward which secondary criteria including academic achievement may be applied.

Prize

The award's value may be non-monetary, such as a book or other gift-in-kind, or if monetary, its value is normally less than \$250.

Medal

The award is an academic medal, awarded on the basis of academic excellence or academic proficiency, toward which secondary criteria may be applied.

Award Categories

Graduate

Graduate Awards are set aside for students who have been admitted into the Graduate Studies program at UNBC.

Open

These awards may be available to a variety of UNBC students, including new undergraduates, transfer, undergraduate in-course students, and graduate students. Some awards may also be available to Faculty.

3. Administrative Policies

Unless otherwise stated, these policies apply to the criteria listed on subsequent pages.

Graduate Awards

Students commencing or continuing in Graduate Studies at UNBC are encouraged to apply for UNBC's Graduate Awards. To be considered for awards adjudicated on the basis of criteria such as community service or written research intent, it is recommended that students submit a resume, or curriculum vitae and thesis proposal along with a completed Graduate Awards application form to the Awards, Financial Aid and Student Employment Centre. Applicants may be evaluated on the basis of their admission GPA or their annual GPA for courses taken within the academic year.

Awards Ceiling

The University reserves the right to limit the amount of money awarded to any student and, if necessary, to reassign awards to other students by reversion. The Senate Committee on Scholarships and Bursaries will generally recommend that no individual student receive an award or combination of awards exceeding a determined value.

Disbursement

It is generally understood that students will be enrolling in both the Fall and the Winter Semesters. Funds will be deposited directly into the students' UNBC accounts in two equal disbursements: the first on or about September 10 and the second on or about January 15.

Awards may normally be deferred for a period of one semester only. Requests for deferrals must be made in writing to the Awards and Financial Aid office.

The University reserves the right to apply awards proceeds against outstanding fees owing to the University. If the amount of the award or awards exceeds the unpaid fees for the semester, the student may apply for a refund of the excess balance after the add/drop deadline has past.

Liability

Any award may be withheld or cancelled for any of these reasons: lack of suitable candidates; failure to meet the terms and conditions of the award; withdrawal from the University or withdrawal of the award by the donor. Furthermore, the University assumes liability for the payment of scholarships, bursaries, prizes, and other awards only to the extent that expected gifts from donors or returns from particular investments of endowed funds are realized. The University also reserves the right to make whatever changes are required, including cancellation of particular awards or changes to criteria.

Requirements

Unless otherwise stated, all awards are conditional upon confirmation of full-time registration at the University of Northern British Columbia in the semesters immediately following the granting of the award.

■ II. Awards List

1. Graduate Awards

Available to students who have been admitted to the graduate studies program.

Students are advised to contact the Graduate Studies office if they require assistance in applying for any of these awards.

Aldyen Hamber Women's Studies Fellowship

Value \$1,000

Number One

Eligibility Available to a full-time student enrolled in the first or second year of the Gender Studies program, or to a visiting professor providing lectures in the Women's Studies program.

Criteria Student candidates will be selected on the basis of academic excellence. Professor candidates must be established scholars in the field of Women's Studies/Gender Studies who have demonstrated an ability as well as willingness to contribute to the intellectual strengths of the Women's Studies/Gender Studies programs in the form of teaching lectures and seminars, public presentations, and community outreach. Professor candidates must also commit to providing their expertise to the Program for a period of not less than one academic semester.

Application Instructions Student candidates will be expected to submit a one page letter with their application form outlining their reasons for studying Gender Studies as a part of the review and award process. Professor candidates must submit a proposal of 1,000 to 1,500 words outlining the work to be undertaken while at UNBC.

Note Selection of the recipient will be made by a committee chaired by the Women's Studies program.

Established 1997

Allan Forssell Graduate Scholarship

Allan Forssell was an educator who worked for the Special Education Technology (SET-BC) Program. He assisted school districts in the North Coast Region of the province of BC by providing training and support for students with disabilities who needed special adaptive equipment.

Before joining SET-BC, Allan was a principal, a vice-principal, and a teacher in Prince Rupert. He has been described by his community as a "tireless fighter for the rights of children."

Donor The Special Education Technology – BC (SET-BC)

Value Variable, up to \$900

Number One

Eligibility Available to a graduate student enrolled in the Education Program who is a resident of northern British Columbia and demonstrates an intention of remaining there. Preference will be given to a student with a demonstrated interest in educational technology or teaching people with disabilities.

Criteria Academic excellence, a record of community service and involvement, and a background of and an interest in special needs students.

Application Instructions Students are required to submit a written statement outlining their community service and interest in special needs students with their application form.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies. The scholarship will be awarded for a period of one year. Recipients may, however, make application for a second or subsequent allocation.

Endowed 1995

Anna Sorkomova Memorial Bursaries

These awards are in memory of Anna Sorkomova, a graduate exchange student at UNBC from Yakutsk in Siberia. The donor has established these awards to help alleviate some of the financial hardships that these students encounter in coming to Canada to study and participate in full-time studies and/or exchange programs. The donor is committed to personally assisting these students to overcome some of the cultural challenges they experience and to help us learn from their cultures.

Donor Charles A. Buchan, BComm., CA, Partner with Deloitte & Touche LLP, Chartered Accountants

Value \$1,500

Number Two

Eligibility Available to full-time exchange students from Yakutsk State University or students from other parts of the Eastern World.

Criteria Demonstrated financial need.

Note Selection of the recipients will be made on the recommendation of the International Operations Director.

Established 2000

Anne Fergus MacKay Groundwater and Muriel Ross Groundwater Bursary

The Anne Fergus MacKay Groundwater and Muriel Ross Groundwater Bursary was established in order to assist a deserving student who is working toward obtaining a Master of Science in Community Health. This award is intended to assist students upgrading their education in order to further their career.

Donor (Mrs. Agnes M. Publicover, through) the Anne Fergus MacKay Groundwater and Muriel Ross Groundwater Educational Fund, administered by the Vancouver Foundation.

Value \$1,100

Number One

Eligibility Available to a full-time graduate student enrolled in the Master of Science in Community Health Science program, who is upgrading their education to further their career. Preference will be given to female students.

Criteria Demonstrated financial need and academic proficiency.

Conditions The recipient must have and maintain registration with the Registered Nurses Association of British Columbia.

Note: Recipients will be given preference for award renewal in future years, depending on the maintenance of satisfactory academic performance.

Application Instructions Provide confirmation of your registration with the Registered Nurses Association of British Columbia. Complete the financial need section of the graduate awards application form.

Established 2002

Arne & Lesley Carlson Scholarship

This award was established in honour of Arne and Lesley Carlson in celebration of their lives and of their life work in Archaeology. Arne and Lesley were friends of the Anthropology Program since UNBC opened, and Arne was instructing in the Program in the Fall of 1998. Together they brought great expertise to their business "Traces Archaeological Research," gaining the respect of colleagues in academia, government and resource management, as well as that of the First Nations with whom they worked. Their enthusiasm will remain both contagious and inspirational.

Donor Family and Friends

Value \$500

Number One

Eligibility Available to a full-time graduate student enrolled in the College of Arts, Social and Health Sciences, who is focusing his/her studies on the archaeology of northern British Columbia.

Criteria Academic excellence and research potential.

Application Instructions Candidates must include information on their thesis/research topic with their application.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies.

Endowed 1998

British Columbia Medical Services Foundation Annual Graduate Scholarship in Health Sciences for First Nations

The British Columbia Medical Services Foundation Scholarship Fund was established by John H.V. Gilbert, under the stewardship of the British Columbia Medical Services Foundation (BCMSF) administered by the Vancouver Foundation. The BCMSF actively promotes health education, explores solutions to health care issues and advances study in the health sciences. The BCMSF is pleased to recognize outstanding First Nations students pursuing graduate level studies in Health Sciences at UNBC with this annual scholarship. This Graduate Scholarship fits in with the Foundation's support of health-related research in both academic and community settings in British Columbia and recognizes First Nations students who have the potential to make a valuable contribution to health services and research in B.C.

Donor Administered by the Vancouver Foundation

Value \$5,000

Number One

Eligibility Available to a full-time graduate student enrolled in Health Sciences who is a resident of northern British Columbia. The recipient must be a First Nations student.

Criteria Academic excellence

Application Instructions Candidates must include a copy of their research abstracts.

Note Selection of the recipient will be made by a committee including a First Nations Educator and a First Nations graduate student.

Established 2001

Canfor Annual Graduate Bursaries

Canfor Corporation is a leading integrated forest products company with strong roots in northern British Columbia. As the largest producer of softwood lumber and one of the largest market pulp producers in Canada, Canfor is committed to fostering growth and strengthening the communities that we call "home". The Canfor Annual Awards commemorate Canfor's support of the University of Northern British Columbia and its students. They are awarded to students in recognition of academic excellence. It is Canfor's hope that these students will put their talents to work in communities throughout northern British Columbia.

Donor Canfor Corporation

Value \$2,500

Number Two

Eligibility Candidates must meet UNBC admission, enrolment and full-time attendance requirements in graduate studies. Candidates may be enrolled in any program, but will be researching a public policy issue of particular relevance to residents and communities of northern BC.

Criteria Academic proficiency and financial need. Awarding of these bursaries will be based on the format used by NSERC and SSHRC for which candidates' academic achievement, research proposal/statement of research topic and references are reviewed. Successful candidates will have produced a research proposal/statement of research topic consistent with the values of Canfor Corporation.

Application Instructions Candidates must include information on their research proposal/statement with their application, and complete the financial need section of the application form.

Note Selection of the recipients will be made by a committee chaired by the Dean of Graduate Studies. Recipients of these awards are ineligible for receipt of the Canfor Legacy Endowed Scholarships and Bursaries and vice versa.

Established 2000

Canfor Annual Graduate Scholarship

Canfor Corporation is a leading integrated forest products company with strong roots in northern British Columbia. As the largest producer of softwood lumber and one of the largest market pulp producers in Canada, Canfor is committed to fostering growth and strengthening the communities that we call "home". The Canfor Annual Awards commemorate Canfor's support of the University of Northern British Columbia and its students. They are awarded to students in recognition of academic excellence. It is Canfor's hope that these students will put their talents to work in communities throughout northern British Columbia.

Donor Canfor Corporation

Value \$4,500

Number One

Eligibility Candidates must meet UNBC admission, enrolment and full-time attendance requirements in graduate studies. Candidates may be enrolled in any program, but will be researching a public policy issue of particular relevance to residents and communities of northern BC. Successful candidates will have produced a research proposal/statement of research topic consistent with the values of Canfor Corporation.

AWARDS & FINANCIAL AID

Criteria Academic excellence. Awarding of this scholarship will be based on the format used by NSERC and SSHRC for which the candidate's academic achievement, research proposal/statement of research topic, and references are reviewed.

Application Instructions Candidates must include information on their research proposal/statement with their application.

Note Selection of the recipient will be made by a committee chaired by Dean of Graduate Studies. Recipients of these awards are ineligible for receipt of the Canfor Legacy Endowed Scholarships and Bursaries and vice versa.

Established 2000

Canfor Legacy First Nations Scholarship

Canfor Corporation is a leading integrated forest products company with strong roots in northern British Columbia. As the largest producer of softwood lumber and one of the largest market pulp producers in Canada, Canfor is committed to fostering the growth of northern communities and creating opportunities for the people who live here. Canfor purchased Northwood Inc. in 1999 and the Canfor Legacy Awards commemorate Northwood's commitment to the University of Northern British Columbia and its students. They are awarded to students in recognition of academic excellence. It is Canfor's hope that these students will put their talents to work in communities throughout northern British Columbia.

Donor Canfor Corporation

Value \$1,500

Number One

Eligibility Available to a full-time student who has completed at least 30 credit hours and has declared a major in an undergraduate program in one of the following areas: Natural Resources Management, Business Administration, or Health; or, be enrolled in one of the following Graduate program areas: Natural Resources Management, Health, or Education. Preference will be given to a First Nations student.

Criteria Academic proficiency.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies. Recipient of this award is ineligible for receipt of the Canfor Annual Scholarships and Bursaries and vice versa.

Endowed 1993

Canfor Legacy Graduate Bursaries

Canfor Corporation is a leading integrated forest products company with strong roots in northern British Columbia. As the largest producer of softwood lumber and one of the largest market pulp producers in Canada, Canfor is committed to fostering the growth of northern communities and creating opportunities for the people who live here. Canfor purchased Northwood Inc. in 1999 and the Canfor Legacy Awards commemorate Northwood's commitment to the University of Northern British Columbia and its students. They are awarded to students in recognition of academic excellence. It is Canfor's hope that these students will put their talents to work in communities throughout northern British Columbia.

Donor Canfor Corporation

Value \$2,500

Number Two

Eligibility Candidates must meet UNBC admission, enrolment and full-time attendance requirements in graduate studies. The

bursaries will be awarded to candidates who are enrolled in a Graduate program area specializing in the areas of Natural Resources Management.

Criteria Final selection will be based on academic excellence and demonstrated financial need.

Application Instructions Candidates must complete the financial need section of the Graduate Awards application form.

Note Selection of the recipients will be made by a committee chaired by the Dean of Graduate Studies. Recipients of these awards are ineligible for receipt of the Canfor Annual Scholarships and Bursaries and vice versa.

Endowed 1993

Canfor Legacy Graduate Scholarships for the Advancement of Northern British Columbia

Canfor Corporation is a leading integrated forest products company with strong roots in northern British Columbia. As the largest producer of softwood lumber and one of the largest market pulp producers in Canada, Canfor is committed to fostering the growth of northern communities and creating opportunities for the people who live here. Canfor purchased Northwood Inc. in 1999 and the Canfor Legacy Awards commemorate Northwood's commitment to the University of Northern British Columbia and its students. They are awarded to student in recognition of academic excellence. It is Canfor's hope that these students will put their talents to work in communities throughout northern British Columbia.

Donor Canfor Corporation

Value \$4,500

Number Two

Eligibility Candidates must meet UNBC admission, enrolment and full-time attendance requirements in graduate studies. Candidates will be enrolled in a Graduate program that is particularly relevant to residents and communities of northern British Columbia. Preference will be given to the areas of Community Health and Educational Counselling.

Criteria Final selection will be based on academic excellence.

Application Instructions Candidates are required to submit a copy of their research abstracts with their application.

Note Selection of the recipients will be made by a committee chaired by the Dean of Graduate Studies. Recipients of these awards are ineligible for receipt of the Canfor Annual Scholarships and Bursaries and vice versa.

Endowed 1993

Can West Global Communications Scholarship

Can West Global Communications Corp. is an international media company. CanWest, Canada's largest publisher of daily newspapers, owns, operates and/or holds substantial interests in newspapers, conventional television, out-of-home advertising, speciality cable channels, radio networks and internet portals in Canada, New Zealand, Australia, Ireland, and the United Kingdom. Fireworks, the company's program production and distribution division, operates in several countries throughout the world.

In addition to its corporate success, Can West has developed a reputation for outstanding community support. Funding provided to create the new Can West Global Communications Scholarship and Bursary at the University of Northern British Columbia demonstrates the company's commitment to the advancement of communications studies in BC institutions.

Donor Can West Global Foundation

Value \$2,500

Number One

Eligibility Available to a full-time graduate student enrolled in a northern-specific social science program (First Nations Studies, Gender Studies, History, International Studies, Political Science, Psychology). Preference will be given to First Nations students and students expressing interest in careers, or pursuing further studies in broadcasting or electronic communications.

Criteria Academic excellence

Application Instructions Submit a 200 word written submission on your interest in careers or pursuing further studies in broadcasting or electronic communications.

Note This award is renewable for one additional year providing the recipient meets the standards of academic excellence. In this event, the graduate award will be provided to a new recipient every two years.

Endowed 2001

Chan Sisters Foundation Award

The Chan Sisters Foundation is dedicated to helping individuals overcome financial obstacles so they can excel in their chosen endeavors to their full potential. The Chan Sisters wish to support very bright students who demonstrate a strong obligation to contribute to their community and to give back to others the generosity that has been bestowed upon them.

Donor The Chan Sisters Foundation

Value \$2,500

Number One

Eligibility Available to a full-time graduate student.

Criteria Academic excellence, demonstrated community leadership/involvement. Final selection will be made on the basis of greatest financial need.

Application Instructions Candidates must include information on their community leadership/involvement with their application and complete the financial need section of the form.

Note Selection of the recipients will be made by a committee chaired by the Dean of Graduate Studies.

Endowed 2000

David Fish Memorial Graduate Award

Dr. David Fish joined UNBC in 1992 as the founding Dean of Health and Human Sciences. Dr. Fish spent much of his life improving health issues worldwide through teaching and research as well as membership in agencies such as UNICEF and the National Health Research and Development Program. After his retirement in 1997, Dr. Fish took on a new challenge in Kenya developing a regional AIDS training network while his wife Elena worked with AIDS orphans. The foundation Dr. Fish established for the UNBC Health and Human Sciences program continues to support a strong teaching and research-based faculty.

Donor Colleagues and friends of Dr. David Fish and UNBC.

Value TBA

Number TBA

Eligibility Available to a student who is enrolled full-time or part-time in the Faculty of Health and Human Sciences as a graduate student who can demonstrate work or projects in the

area of Rural and Remote Health. Preference will be given to a student who is a permanent resident of northern BC.

Criteria Satisfactory academic standing.

Application Instructions Candidates must supply information attesting to their work or project in the area of Remote and Rural Health with their application.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies.

Endowed 2000

Doug Floyd Memorial Scholarships

Harold Douglas Floyd was born in 1932 in Meadow Lake, Saskatchewan and began his career with West Fraser in 1952. Throughout his career he worked in nearly every area of the company employing a unique mix of humility, leadership, and respect for employees, traits which have defined West Fraser's culture since Doug retired in 1987 in the role of Chief Operating Officer. Until his sudden death at the age of 59, Doug remained close with the community of Quesnel. With a strong personal code of ethics, which included the values of honor, fair play and loyalty, Doug became an inspiring leader who made work and life more fun for everyone around him. In memory of Doug's tremendous contribution to the company and his close friendship with the shareholders and employees, West Fraser is proud to establish a UNBC scholarship fund in his name.

Donor West Fraser Timber Co. Ltd.

Value \$2,500

Number Two

Eligibility Available to full-time graduate students. Preference will be given to students who are residents of Quesnel School District #28. Second preference will be given to students who are residents of northern British Columbia.

Criteria Academic proficiency.

Application Instructions Candidates must complete the question on northern BC residency on the application form.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies.

Endowed 1993

George W Baldwin, QC Graduate Scholarship

Donor Mrs. Daphne Baldwin

Value \$2,000

Number One

Eligibility Available to a full-time graduate student who is a Canadian citizen and who is undertaking original research in the history of British Columbia, Alberta, and the Yukon. Preference will be given to a resident in the area of study described above.

Criteria Academic proficiency and community service.

Application Instructions Candidates must include information on their thesis proposal, curriculum vitae, and a letter outlining their community service with their application form.

Note The selection will be made by the Faculty, the Chair of History, and one or two designated members of the Baldwin family. The recipient may apply for a second or subsequent allocation.

Endowed 1994

AWARDS & FINANCIAL AID

Governor General's Gold Medal

Donor The Governor General of Canada

Value Gold medal

Number One

Eligibility Awarded in the final year to the graduate student who has the highest overall academic standing in his/her degree program.

Selection Criteria

1. Student's academic record during the degree program.
2. Evaluation of the student's thesis by faculty.

In the event of a tie, the committee will consider any additional research that the students may have conducted beyond the thesis and the integrity of the student's program (e.g. number of course withdrawals, incompletes, etc.).

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies. This award may rotate between Faculties each year.

Established 1996

Graduate Entrance Scholarships

Value \$10,000, renewable for one year

Number Up to Twenty

Eligibility Available to full-time students entering a graduate studies program at UNBC for the first time.

Criteria Academic excellence

Note Student must apply to for admission to a UNBC graduate program to be considered. The Graduate Studies Committee will nominate the recipients.

Application Instructions Complete question #3 on the *Application for Admission to Graduate Studies* form and include the documentation indicated on the form. The deadline to apply is February 15.

Great-West Life Graduate Scholarship in Disability Management

For more than 100 years, Great-West Life has helped their clients get their financial security plans on track. For individuals and families, they provide a wide range of life insurance, disability insurance, critical illness, estate planning and retirement savings and income plans. Great-West Life is committed to providing the highest quality service, backed by their history of strength and stability. Great-West has more than 50 years of experience in the disability insurance market and features a wide range of disability insurance coverage designed to meet a variety of personal and business needs.

Donor Great-West Life Assurance Company

Value \$3,000

Number One

Eligibility Available to a full or part-time graduate student enrolled in the Master of Arts in Disability Management program.

Criteria Academic excellence, demonstrated interest in participating in a practicum placement with Great-West Life and research potential associated with the company.

Application Instructions Applicants must submit a written statement outlining their research abstracts/area of research interest. Applicants must also agree to supply their personal profile to be shared with Great-West Life.

Note: Students may apply for this award more than once. The practicum placement available with Great-West Life is not restricted exclusively to the scholarship recipient. Great-West Life reserves the right to offer practicum placement to a Disability Management student, other than the scholarship recipient, to offer more than one practicum placement or to decline participating in practicum placement in any given year. Selection of the recipient will be made on the recommendation of the Chair of Disability Management to the Senate Committee on Scholarships and Bursaries.

Endowed 2003

Harold Erhard Janzen Scholarship

This award was established to honour the contributions of Harold Erhard Janzen to health and education in British Columbia. Harold grew up in Prince George, BC, and went on to pursue a Bachelors degree in Psychology, a Masters degree in Audiology, and a Doctorate in Adult Education. He co-founded Pacific Hearing Clinic, one of the first private audiology clinics in BC, and was a tireless advocate for elderly and hard-of-hearing people.

Donor Family and friends of Harold

Value \$1,000

Number One

Eligibility Available to a full or part-time graduate student who is enrolled in Education, Psychology, Nursing, Community Health, Disability Management or Social Work.

Criteria Academic excellence. Candidates must be students with accepted thesis proposals whose thesis research is in progress.

Application Instructions Provide your thesis proposal with your intended thesis research topic.

Note Student not eligible to receive more than once.

Endowed 2004

Liane Flick – Prince George Alzheimer's Society Graduate Research Scholarship

Founded in 1989, the mission of the Prince George Alzheimer's society is to alleviate the personal and social consequences of Alzheimer's Disease (AD) and related dementia, to promote public awareness and research into the causes and the cures of this life-altering illness. To this end, a graduate research scholarship has been established at UNBC.

Donor Prince George Alzheimer's Society

Value \$1,000

Number One

Eligibility Available to a full or part-time graduate student who has demonstrated interest in, or experience with, dementia-related issues.

Criteria Academic excellence.

Application Instructions Provide your thesis proposal from your intended thesis topic. Include a statement regarding your interest in, or experience with, dementia-related issues.

Endowed 2003

McLean Foundation Scholarship

The McLean Foundation was established in 1945 by the late Mr. J.S. McLean. The Foundation is supportive of all facets of Canadian society, with an emphasis on education.

Donor The McLean Foundation

Value \$1,500

Number One

Eligibility Available to a full-time graduate student enrolled in the Community Health Sciences program. The candidate will be enrolled in their second year of the program and will have attended UNBC for the first year. Preference will be given to a First Nations student.

Criteria Academic excellence.

Note: Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies.

Endowed 1996

Patrick Lloyd Graduate Scholarship

Patrick D. Lloyd, Executive Vice President, BC Gas, was raised in the Queen Charlotte Islands and Terrace, BC. He received his BA from the University of Victoria and LLB/MBA from York University and joined BC Gas the next year. As a strong supporter of the university, he advocated UNBC's establishment through a group that he founded—The Alumni that Never Were. "I am sure I am like a great many others who grew up in northern BC—going to university meant leaving the north, generally forever. Hopefully UNBC will help change this."

Donor Patrick D. Lloyd

Value \$2,000

Number One

Eligibility Available to a graduate student with a demonstrated interest in studying the rivers and creeks of northern BC as it pertains to his/her geography, history, biology, archaeology, economics (fisheries), environmental studies or recreation program. Preference will be given to a student focusing on the rivers and creeks of northwestern BC including the Queen Charlottes (i.e. those that flow into the Pacific north of Bella Bella). Preference will be given to a student who is a permanent resident of northern BC and who demonstrates an intent to remain in this region.

Criteria Academic proficiency.

Application Instructions Candidates must submit information on their research intent with their application.

Note Selection of the recipient will be made by a committee chaired by the Dean of Graduate Studies.

Established 1997

Peace/Williston Aquatic Research Award

As a result of the construction of the WAC Bennett Dam, BC Hydro and the Ministry of Environment, Lands and Parks established the Peace/Williston Fish and Wildlife Compensation Program. This program includes restoration and enhancement of fish and fish habitat, fish monitoring and inventories, as well as research. The Peace/Williston Fish and Wildlife Compensation Fish Technical Committee's mission is to provide naturally diverse and abundant fish populations in a healthy ecosystem. By establishing this award in partnership with UNBC, the Peace/Williston Fish and Wildlife Compensation Program strives to advance research on aquatic issues within the program's mandate area.

Donor Peace/Williston Fish & Wildlife Compensation Program (PFWWCP)

Value approximately \$5,000 per year

Number One

Eligibility Available to a full-time graduate student enrolled in Natural Resources and Environmental Studies who is undertaking an aquatic research program.

Criteria Satisfactory academic standing.

Application Instructions Candidates must submit a research project proposal with an application to the Professor of the related Program. Selection will be based on the potential of the proposed research to further the understanding of fish and their habitat within the Williston Reservoir Watershed and will be subject to approval by a representative of the PFWWCP. The research proposal will be aligned with the Peace/Williston Fish and Wildlife Program's strategic plans and will generally relate to the protection, restoration or enhancement of fish and fish habitat in support of the fish populations in a health ecosystem.

Note A student may apply for this award more than once. The selection of the recipient will be made on the recommendation of faculty in a pertinent program, appropriate Chair and Dean endorsement, PFWWCP approval, and final approval by the Senate Committee on Scholarships and Bursaries.

Endowed 2003

Sophie Thomas Bursary

Sophie Thomas is a respected elder, teacher and traditional healer from the Saik'uz First Nation who has provided healing plant medicines to people in many parts of the world. Sophie believes that if we take care of the land, it will take care of us. It is Sophie's desire to protect the forest from activities that could threaten water supplies, traditional plants and wildlife. This bursary is intended for students that have a desire to study and protect the natural environment and/or promote the use of traditional medicines. Students should have an interest in the protection of traditional plant species found in the forests of BC.

Donor Sophie Thomas Foundation, Carrier Sekani Family Services and the Saik'uz First Nation

Value \$1,000

Number One

Eligibility Available to a full or part-time student who has completed at least 30 credit hours with an identified major in one of the following areas: Community Health Science, First Nations Studies, Natural Resources or Environmental Studies (Biology, Environmental Studies, Forestry).

Criteria Demonstrated financial need and academic proficiency.

Application Instructions Attach a letter outlining your career goals and how they relate to the protection, use and study of traditional plants. Complete the financial need section of the awards application form.

Note A committee consisting of representatives from the Sophie Thomas family, Saik'uz First Nation, UNBC, Carrier Sekani Family Services and the Carrier Sekani Tribal Council will select the recipient.

Endowed 2002

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Sun Life Financial Rural and Remote Health Research Award

Sun Life Financial is a leading financial service organization offering a wide range of financial products and services to individuals, corporations, and other organizations from retirement savings products, life and health insurance products, trust and banking services, investment funds, mortgages and more.

Sun Life's support of the Rural and Remote Health Research Awards fits with their concern for improving the quality of health care for all Canadians.

Donor Sun Life Financial

Value \$1,000

Number One

Eligibility Available to a full-time graduate student conducting research on rural health topics.

Criteria Academic excellence.

Application Instructions Candidates must provide research abstracts from their intended research topic.

Endowed 2000

UNBC Doctoral Tuition Scholarship

Donor UNBC

Value Tuition for eligible doctoral students for two years, renewable for two additional years.

Eligibility The scholarship is available to full-time students entering a doctoral program for the first time. Students must remain in satisfactory academic standing to maintain the scholarship. To be renewed, a student must be judged to be making satisfactory progress by the student's Supervisory Committee.

Criteria Academic proficiency, which is a GPA equivalent to or greater than 3.33.

Application Instructions All successful applicants to doctoral programs receive the scholarship.

Established 2004

UNBC Graduate Scholarships

Donor The University of Northern British Columbia

Value \$3,300

Number Fifteen

Eligibility Available to full-time students continuing in a graduate program at UNBC.

Criteria Academic achievement.

Note Selection of the recipients will be made by a committee chaired by the Dean of Graduate Studies.

Established 1994

UNBC Masters Tuition Scholarship

Donor UNBC

Value Half the value of the tuition fee units for the degree program into which the student has been accepted, renewable for one year.

Eligibility The scholarship is provided to full-time students who have received a UNBC Graduate Entrance Scholarship or who have successfully competed for a national scholarship or fellowship from one of: The Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, the Social Sciences and Humanities Research Council of Canada. Students must remain in

satisfactory academic standing to maintain the scholarship. To be renewed, a student must be judged to be making satisfactory progress by the student's Supervisory Committee and have applied for a national scholarship or fellowship if not already holding one.

Criteria Recipient of one of the above mentioned awards.

Application Instructions Recipients of the above awards receive the scholarship.

Established 2004

UNBC Professional Program Tuition Scholarship

Donor UNBC

Value Half the value of the tuition fee units for the degree program into which the student has been accepted, renewable for one year.

Number Up to four, to be awarded to the applicants with the highest GPA exceeding an admission GPA of 3.67.

Eligibility The Scholarship is provided to the best applicants for full-time status in one of the following graduate programs: Disability Management, Education or Social Work. Students must remain in satisfactory academic standing to maintain the scholarship. To be renewed, a student must be judged to be making satisfactory progress by the student's Supervisory Committee.

Criteria Admission GPA greater than 3.67.

Application Instructions A committee Chaired by the Dean of Graduate Studies and consisting of representatives from the three programs will consider all applicants to the graduate programs who meet the criteria. The committee will determine the recipients prior to letters of offer of admission being sent from the programs.

Established 2004

William Dow Ferry Graduate Fellowship in Political Science

William Ferry, whose family moved to Prince George when he was six, was the Founding President, in 1938, of Prince George's Junior Chamber of Commerce. He served on the Hospital Board from 1949 to 1961, and was elected to City Council four times between 1950 and 1955, at the head of the poll. Judge Ferry practiced law in Prince George from 1949—he was junior council to John Diefenbaker in a celebrated 1951 trial—until 1961, when he was appointed Judge of the County Court of Cariboo, requiring a move to Williams Lake. In 1983 he retired in north Vancouver with his wife, Geraldine.

Donor Judge William Dow Ferry

Value \$4,000

Number One

Eligibility Available to a full-time graduate student enrolled in Political Science who has graduated from an appropriate undergraduate degree program with a cumulative GPA of 3.33 or better. Preference will be given to a recipient who is a resident of northern British Columbia and who demonstrates an intention to remain in this region.

Criteria Academic excellence and community involvement. Final selection will be made on the basis of superior academic achievement.

Application Instructions Applicants must include a statement outlining their community involvement with their application.

Endowed 1997

Yvette and Dollard Bock Health Research Award

Yvette and Dollard Bock were long-time residents of Prince George, raising seven children in the city. Dollard Bock was a forester with sawmills in the Prince George area. Their wish was to direct funding in the area of medical research.

Donor Pierre Bock

Value \$4,000

Number One

Eligibility Available to a full-time graduate student enrolled in the Community Health Science program. Students applying for this award must have completed all of the required course work towards their degree and will have initiated a research thesis germane to rural and remote health. Preference will be given to a student who is a permanent resident of northern BC.

Criteria Satisfactory academic standing.

Application Instructions Provide your thesis proposal from your intended thesis topic.

Endowed 2002

2. Open Awards

These awards may be available to all categories of students including new post-secondary, transfer, in-course, and graduate.

Beta Sigma Phi Bursary

Beta Sigma Phi City Council, Prince George Chapter, invited all BC Chapters under the Beta Sigma Phi umbrella to establish a student award with UNBC. Following the association's motto of life, learning, friendship, several BC Chapters continue to support this initiative.

Donor BC Chapters of Beta Sigma Phi

Value \$1,500

Number One

Eligibility Available to a student enrolled in a minimum six credit hours per semester at UNBC. The recipient will be a member of a Beta Sigma Phi Chapter or the immediate family member of such a sorority member. Recipient will be a Canadian citizen with preference given to a permanent resident of BC.

Criteria Demonstrated financial need and academic proficiency.

Application Instructions Candidates must provide name of the active sorority member, the sorority chapter and location with their application. The deadline to apply for this award is April 1.

Endowed 1995

Bill Reid Award

Bill Reid has been described as the individual who "single-handedly revived the art of the Haida people." For many years, Bill Reid dreamed of helping the northwest coast return to the glory of its artistic past. To bring reality to this vision, friends have established this award.

Donor Supporters of northwestern arts

Value \$5,000

Number One

Eligibility Available to a full-time student, teacher or

professor at or associated with the University of Northern British Columbia.

Criteria Demonstrated high level of academic and social excellence. A project or program proposal must be submitted to the University and fund directors. Evaluations will be based on the potential to promote, preserve, or present the performing, verbal or visual arts of the northwest coast aboriginal peoples of British Columbia.

Application Instructions Candidates must include information on their project or program proposal with their application form.

Note: The awards shall, as and where appropriate, alternate each year in support of a performing, verbal or visual arts project or program. The recipient may re-apply for the award for up to a maximum of three years. Selection of the recipient will be made by a committee chaired by the Dean of the College of Arts, Social and Health Sciences. The deadline to apply for this award is April 1.

Established 1993

Cora Donald Bursary

The BC Tel Pioneers are a non-profit organization of active and retired employees in the telecommunications industry. This bursary has been established in memory of the first Prince George chief telephone operator.

Donor The BC Tel Pioneers

Value \$1,000

Number One

Eligibility Available to a full-time undergraduate or graduate student. Preference will be given to a candidate who indicates a career path in the telecommunications field.

Criteria Academic proficiency and demonstrated community/volunteer service in the Prince George community.

Application Instructions Candidates must submit information on their community/volunteer service and a statement on career goals with their application.

Note Subject to passing grades, the same student may apply for this award more than once. The deadline to apply for this award is April 1.

Endowed 1999

Daphne Anderson Memorial Prize

Daphne Anderson (1939-1977) was the first teacher of Sm'algayax (Coast Tsimshian) in a public school. This was one of the first examples of the education system's involvement in the revitalization of First Nations languages. This prize will provide the opportunity to develop new initiatives in the area pioneered by Mrs. Anderson.

Donor Established by Mrs. Anderson's extended family and friends.

Value TBA

Number One

Eligibility Available upon application or nomination to individuals or groups who have contributed to the well being of one of the First Nations languages within the UNBC region served by the College of New Caledonia, the Northern Lights Community College and the Northwest Community College.

Criteria This prize will be based on individual achievement, community activities, and/or published studies or curriculum materials that contribute to a First Nations language well being. Selection will be based on the committee's assessment

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of the degree to which each submission demonstrates originality, excellence, and impact on one or more languages of the region.

Note: The selection committee will consist of a UNBC First Nations program faculty member, a member of the Senate Committee on First Nation's of Aboriginal Peoples, and a designate of the extended family of the late Daphne Anderson. The deadline to apply for this award is April 1.

Established 1998

David Hoy Memorial Scholarships

David Hoy began his career as a logger in the Fort St. James area when, at the age of twenty, he started his operations under the company name Tsayta Contracting Ltd. From there the number of companies has grown to sixteen or more. He was a very dynamic individual who was far ahead of his years. He died in a crash on August 5, 1998 while flying his helicopter and cruising timber in the Fort St. James area. He leaves behind three children, two sons and one daughter. His two sons are currently studying to be Registered Professional Foresters and they will likely follow their Dad's footsteps. The companies David was involved with along with his two partners, Ken Rasmussen and Keith Playfair, employed the largest number of individuals in the area except for the mills. David was an excellent businessman with a big heart who helped almost everyone he touched in some manner or other. He was highly respected by his business associates and loved very much by his family.

Donor Mrs. Lori Hoy

Value \$1,000

Number Two

Eligibility Available to a full-time student. One scholarship will be awarded to a student from the Fort St. James area who is enrolled in the Forestry program. The second scholarship will be awarded to any student enrolled in the Forestry program who has indicated that she/he will continue to pursue her/his studies to become a registered Professional Forester.

Criteria Satisfactory academic standing.

Application Instructions Candidates must include a letter outlining their career goals with their application form.

Note In the event that there are no applicants from the Fort St. James area, the award will be given, at the discretion of the University, to a student who is from an outlying community (e.g. Vanderhoof, Fort Fraser, Burns Lake). The deadline to apply for this award is April 1.

Endowed 2000

Pepsi Annual Athletic Awards

The Pepsi Bottling Group is the world's largest manufacturer, seller and distributor of Pepsi-cola beverages —some of the world's most recognized consumer brands. PBG is a publicly traded company that generates nearly \$8 billion in annual sales. It operates in the US, Canada, Spain, Greece, and Russia, accounting for about one third of the Pepsi-cola volume in the world, and employs 38,700 people worldwide. As part of PGB's continuing support of UNBC, support has been directed toward the Athletics Department.

Donor Pepsi Bottling Group

Value \$1,450 each

Number Two

Eligibility Available to full-time students enrolled in any degree program at UNBC who are active participants in the

varsity athletic program. One award will be given to a female student and one to a male student each year.

Criteria Academic proficiency

Note Candidates will be nominated by their coach.

Established 2000

UNBC Founders Bursary

In 1988, almost 16,000 individuals signed a historical document, the petition submitted to the Provincial Government requesting the establishment of a university in northern BC. To commemorate the support of the petition signers, this bursary will act as a legacy to the ambition and foresight of those founding supporters of UNBC.

Donor Petition Signers

Value \$1,000

Number TBA

Eligibility Available to full-time students who are residents of northern British Columbia.

Criteria Demonstrated financial need, academic proficiency, and community service/volunteerism.

Application Instructions Applicants will provide at least one but not more than three testimonial letters attesting to their keen spirit and personal initiative as a current volunteer in a community social service group. Applicants must also provide a letter outlining the type and extent of their volunteer activities.

Note The deadline to apply for this award is April 1.

Endowed 1998

III. Financial Aid

British Columbia Student Assistance Program (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 the Ministry of Advanced Education, Training and Technology (1-800-561-1818), or from any college or university. Students may also apply on line at www.bcsap.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 Dependants.

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 the UNBC Awards, Financial Aid and Student Employment 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 the Awards, Financial Aid and Student Employment office.

Canada Study Grants for Female Doctoral Students

To increase the participation of women in certain fields of study at the doctoral level, the federal government offers Canada Study Grants as part of the Canada Student Loans Program. Female doctoral students may qualify for a Canada Study Grant of up to \$3,000 per year for a maximum of three years.

Since funding is limited, grants may not be available for all applicants, although attempts will be made to assist as many students as possible. Students are therefore encouraged to apply at their earliest convenience.

Assistance for Students with Permanent Disabilities

As part of the Canada and Provincial Student Loans Program, three assistance options are available for full-time or part-time students with permanent disabilities: Canada and Provincial Student Loan Assistance, Canada Study Grants, and Permanent Disability Benefits.

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 or is in part-time graduate studies. 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 Canada Student Grants for Students with Disabilities, please contact the UNBC Disabilities Advisor. For more information on how to apply for a Canada Study Grant for Students with Disabilities, please contact the UNBC Disabilities Advisor.

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Permanent Disability Benefit

The Permanent Disability Benefit is designed to assist students who, because of their disability, are unable to meet the repayment obligations for a Canada Student loan without exceptional hardship. A separate application form must be completed for students who wish to apply for the Permanent Disability Benefit.

Information

Additional information and application forms for federal and provincial student assistance programs as described above are available in Disability Services at UNBC, at any other post-secondary institution in BC, or by contacting the Ministry of Advanced Education, Training and Technology toll-free at 1-800-561-1818. Information can also be obtained by accessing the Ministry's web site at [Http://www.bcsap.bc.ca](http://www.bcsap.bc.ca)

■ IV. Student Employment

The Awards, Financial Aid and Student Employment Centre provides students with information on a variety of employment opportunities which include part-time, full-time and seasonal or summer work positions.

Employment opportunities are posted on the Job Board located outside the Office of the Registrar. Students may also view job postings on the web site at www.workopoliscampus.com.

Resume writing and interview skills workshops are held throughout the year to assist students in preparing and submitting applications for employment. An annual Career Fair is held during the third week in March each year to provide students with the opportunity to explore career options and gather information on the kinds of employment opportunities available to university students.

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January						
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August						
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2006 Calendar

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August						
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