

COUNSELLING ADMISSIONS GUIDE

University of Victoria
Department of Educational Psychology and Leadership Studies

GRADUATE STUDIES IN COUNSELLING 2007-2008

PROGRAM DESCRIPTION AND GENERAL OBJECTIVES

The Counselling Graduate Program provides for a small number of students to develop the knowledge, skills, and understanding necessary to work as professional counsellors in a wide variety of settings. The program is characterized by relatively small classes, by ongoing contact with a program supervisor, and by a focus on the practicum component of counsellor preparation.

The Counselling Graduate Program is currently under review and revision to meet new requirements for accreditation established by the Canadian Counselling Association. This document describes program requirements, application process and Program content for the academic year of 2007 – 2008. Also included is information about a change in requirements for pre-requisite courses for those applying for admission in 2007-2008. It is important that applicants keep abreast of changes in program admission requirements and content by staying current with the most recent version of this brochure. All program revisions will be posted on our web site at www.educ.uvic.ca/epls/ as they evolve in adequate time for applicants to respond in their preparation for application.

Mission

The faculty, staff, and students of the University of Victoria Counselling Program endeavor to support the principles of respect, dignity, integrity, value, and equality in all we do. We educate and train culturally sensitive professional counsellors to promote the social, psychological, spiritual, and physical well-being of individuals, groups, families, and diverse communities locally, provincially, and nationally through socially responsible research programs. We view development across the lifespan, cultural diversity, and a global perspective as integral to the preparation of professional counsellors.

Objectives

The graduate program objectives of the University of Victoria Counselling Program reflect current professional and research knowledge concerning the counselling and human development needs of a pluralistic society. All program objectives reflect consideration of input from program faculty, current and former students, and personnel in co-operating agencies and objectives are directly related to program activities.

1. Enhance understanding of human development and the change process through theories of human development and learning, awareness of developmental issues and challenges, and integration of this knowledge into the counselling psychology setting.
2. Acquire and integrate knowledge of the history and philosophy of counselling psychology, expectations of the role of professional counselors, and the standards and certification requirements of professional counselling organizations.
3. Develop competent counselling practitioners through knowledge of counselling theories and models of consultation, demonstrating mastery of interviewing and counselling skills.
4. Train competent practitioners in appropriate assessment strategies and intervention approaches based on specific client need
5. Enhance awareness of cultural and social diversity and human variability, with counselling practitioners demonstrating multicultural competence in the counselling and counselling research context.
6. Facilitate the development of ethical and legally sound professional counselling practice and counselling research practice and procedures.
7. Train counselling practitioners and researchers to be competent in conducting ethical, relevant counselling psychology research.

PROGRAMS OFFERED

1. M.Ed degree program in Counselling
 - full-time on-campus program (entry date September each year); full-time refers to being available on campus five days a week for the program and taking at least four courses each September and January term
 - community-based programs (next entry TBA, see website at www.educ.uvic.ca/epl/ or contact Ione Wagner at iwagner@uvic.ca)
2. M.A. degree program in Counselling Psychology
 - full-time on-campus only (entry date September of each year); full-time refers to being available on campus five days a week for the program and taking at least four courses each September and January terms.
3. Ph.D. in Educational Psychology (entry date September each year)
4. Unclassified course work and summer institutes.

WHY STUDY COUNSELLING AT THE UNIVERSITY OF VICTORIA?

1. Small, intensive programs with close faculty contact, promoting the development of counselling knowledge and skills.
2. A balanced program of theory, practicum placements, and research.
3. Excellent record of graduate job attainment.
4. M.Ed. or M.A. options for qualified students.
5. Availability of research and teaching assistantships.

ETHICAL & PROFESSIONAL PRACTICE OF GRADUATE STUDENTS

While in their programs of study, graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationship with peers, faculty and the students and clients they serve (i.e., in practicum placements). Students will be subject to the provisions of the ethical guidelines of their respective professions. For example, counselling students are to adhere to *The Guidelines for Ethical Behaviour of the Canadian Counselling Association*. Any student may be required to withdraw from a practicum for violation of any part of the applicable guidelines.

It is the responsibility of the student to understand the provisions of these guidelines. Students who need clarification should ask their practicum supervisor, program supervisor, or placement supervisor for an interpretation. Students may also be required to withdraw from their program when ethical, medical, or other reasons interfere with satisfactory practice.

It is expected that students will not engage in unsupervised private practice during their enrollment in the program. Inquiries about this standard may be directed to the Coordinator of the Counselling program.

REQUIREMENTS FOR ADMISSION

1. Baccalaureate degree with at least a B average (70%) in the last two years of course work.
2. Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. To be considered for admission in September 2007, all applicants must have a minimum of nine units of relevant 3rd and 4th year coursework, preferably in Educational Psychology and Psychology. A senior level course from Departments of Educational Psychology or Psychology in Development, Personality and Abnormal/Psychopathology is required. Other highly recommended courses include Learning/Cognition, Social Psychology and other aspects of Development and Abnormal/Psychopathology not addressed in the courses taken to meet the required coursework listed above. M.A. applicants must have at least 1.5 units of senior undergraduate credit in statistics that covers descriptive statistics and inferential statistics including univariate and regression analyses.
3. Applicants must have completed ED-D 417 and ED-D 418* by December 31st, 2006 and have completed or currently be taking ED-D 414 at the time of application. Applicants applying for equivalency must send course outlines and other supporting information to the Graduate Advisor by November 1st. (*Note: ED-D 414 and ED-D 417 have changed in their format. They are now 1.5 units instead of 3.0 units. ED-D 418 has been added as a pre-requisite. ED-D 418 not required if ED-D 417 was taken prior to May 1, 2006).
4. A minimum of one year of successful relevant field experience (500 hours equivalent) documented in a complete résumé.
5. Two Assessment Reports (references) from professors and/or supervisors.
6. A minimum of two Counselling Skills Evaluations are required. One must be from an instructor of ED-D 417, (or equivalent courses). The other may be from a supervisor of the applicant's counselling or other applied work setting.
7. A personal statement (3 to 5 pages) detailing career plans and motivation for graduate work in Counselling.
8. For M.A. applicants only, a one-page description of past research experience and present research interests.
9. Applicants are strongly advised to apply for either the M.A. or M. Ed. program rather than to both programs.
10. Applicants reactivating their file for reconsideration must detail in a letter the actions they have taken to strengthen their new application over the previous one.

PROGRAM REQUIREMENTS

Presented below is the normal program of study for the two masters degrees offered in counselling. Although both degrees require a minimum of 18 units of study, it is not unusual for students to take several additional courses after they have completed the core program. This option, however, is entirely up to the wishes of the student.

- (a) **M.Ed. Program:** A minimum of 18 units of course work is required in the M.Ed. program and a comprehensive exam. The program of study includes the following required courses:

ED-D 517A	(1.5)	Pre-Practicum in Counselling
ED-D 517B	(1.5)	Initial Practicum in Counselling
ED-D 518	(1.5)	Seminar in Advanced Theories in Counselling Psychology
ED-D 519A	(1.5)	Child and Adolescent Development and Counselling
ED-D 519C	(1.5)	Ethics and Legal Issues in Counselling
ED-D 519H	(1.5)	Career Development and Counselling Across the Life Span
ED-D 519N	(1.5)	Diversity, Culture and Counselling
ED-D 598	(1.5)	Project
ED-D 597	(0.0)	Comprehensive Examination
Electives:	<u>(6.0)</u>	to be chosen in consultation with student's supervisor
TOTAL:	18.0 units	

- (b) **M.A. Program:** A minimum of 18 units of course work is required in the M.A. program, and includes a thesis and its oral defense. Students choosing to conduct a thesis involving qualitative methodology are required to complete ED-D 519B in addition to ED-D 560 and ED-D 561. The program of studies includes the following required courses:

ED-D 517A	(1.5)	Pre-Practicum in Counselling
ED-D 517B	(1.5)	Initial Practicum in Counselling
ED-D 518	(1.5)	Seminar in Advanced Theories in Counselling Psychology
ED-D 519A	(1.5)	Child and Adolescent Development and Counselling
ED-D 519C	(1.5)	Ethics and Legal Issues in Counselling
ED-D 519H	(1.5)	Career Development and Counselling Across the Life Span
ED-D 519N	(1.5)	Diversity, Culture and Counselling
ED-D 560	(1.5)	Statistical Methods in Education
ED-D 561A	(1.5)	Methods in Educational Research
ED-D 599	(4.5)	Thesis
Electives:	_____	Chosen, if desired, in consultation with student's supervisor
TOTAL:	18.0 units	

- (c) **M.Ed. Program – Community-Based** A minimum of 18 units of course work is required in the M.Ed. program, and includes a research project and a comprehensive exam. The program of study includes the following required courses:

ED-D 517A	(1.5)	Pre-Practicum in Counselling
ED-D 517B	(1.5)	Initial Practicum in Counselling
ED-D 518	(1.5)	Seminar in Advanced Theories in Counselling Psychology
ED-D 519A	(1.5)	Child and Adolescent Development and Counselling
ED-D 519C	(1.5)	Ethics and Legal Issues in Counselling
ED-D 519H	(1.5)	Career Development and Counselling Across the Life Span
ED-D 519N	(1.5)	Diversity, Culture and Counselling
ED-D 598	(3.0)	Project
ED-D 597	(0.0)	Comprehensive Examination
Electives:	<u>(4.5)</u>	to be chosen in consultation with student's supervisor
TOTAL:	18.0 units	

Graduate Counselling Electives (M.A. and M.Ed. Programs)

Electives may be taken from several sources. Each year additional courses in counselling are taught. Graduate and undergraduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement and Evaluation, and Computer Applications). As well, there is a range of courses being offered in other graduate and undergraduate programs across campus.

Practicum Guidelines (On-Campus)

Students are required to complete at least 1.5 units of "field-based" practicum in the schools or community, and most students also take an Advanced Practicum. The practicum involves a minimum of 150 hours, about half of which should be direct contact with individuals and/or groups for counselling-related activities. The remaining hours generally include supervision, case notes, preparation, consultation, professional development, reading, and other activities. Students will need to have a "field-based" supervisor who will be able to supervise them on site. This is a voluntary arrangement. Normally the supervisor would have a graduate degree in Counselling or other allied helping discipline. Students require two hours a week of supervision for one term (4 months). Practicum students will also be assigned a University practicum coordinator (faculty member). This person will coordinate practicum arrangements and maintain contact with the field supervisor. The faculty coordinator also meets with students to discuss topics and issues related to counselling practice.

Practicum Guidelines (Community-Based)

In Community-based programs, students undertake only one practicum, ED-D 517B. The practicum occurs during the second winter of the program and follows the pre-practicum course, ED-D 517A which is offered during the second summer. Through this schedule, students have more course experience, such as theories of counselling and professional issues, prior to entering practice with clients. Whereas on campus, the Counselling Program practicum instructors arrange practica, in community-based programs, the practicum instructors do not have the ability to do so. Therefore, the onus is on the applicant to find their own practicum placement. This must be accomplished during the first year. Currently, the practicum course involves 125 hours of direct client contact and 125 hours of non-client contact activities, such as supervision, case notes, workshop and training attendance, personal counselling and reading. Class meetings are not considered part of the non-client activities.

Practicum Placement Requirements:

1. Approval and support from the setting director.
2. Master's level supervisor given sufficient time for supervision.
3. Readily available client population.
4. Regular office space in which to work.

GUIDELINES FOR APPLICANTS

Each year the Department of Educational Psychology and Leadership Studies in Education receives a considerable number of applications for entry into counselling studies. Most applicants meet the minimum requirements for admission, yet only a small number of students (typically 12-16 for winter session) are admitted in any year. This low number is due to the limited resources available for conducting the program. The following information is provided to assist applicants in presenting a complete and competitive application. The ideas suggested here are based on several years experience in receiving successful and unsuccessful applications. While these suggestions are designed to improve the quality of applications, they do not in any way guarantee admission.

1. Prerequisite Courses

Applicants should list on a separate sheet of paper the courses they believe complete course requirements for the minimum 9 units of senior level undergraduate courses required. Indicate which courses the applicant has completed that match with the content areas listed in the Counselling Admissions Guide. If the title of the completed course does not present a clear meaning of the content of the course, present a brief description of the course content. If applicants are unsure if the content of a particular course meets the prerequisite requirements, enclose a copy of the course syllabus with the application material to the Graduate Advisor.

2. Completion of ED-D 414, ED-D 417, ED-D 418*

***(ED-D 418 not required if ED-D 417 completed prior to May 1, 2006)**

Students who have not completed ED-D 417 and ED-D 418, and are not currently taking ED-D 414 (or equivalent) at the time of application will NOT be considered for admission. It is preferred that all three courses be completed at the time of application. Applicants applying for equivalency must send course outlines and other supporting information to the Graduate Advisor by November 1st.

In addition to regular winter session, ED-D 414, 417 and 418 are offered at UVic every summer session. Students should contact the Summer Studies Office at 721-8471 for more information. During the Winter/Spring term ED-D 414, 417 and 418 are offered periodically. Please call 721-7799 for information about on-campus courses and 721-7875 for information about community-based course availability.

In order for students to request **equivalency** for ED-D 414, 417 and 418, they should send a letter outlining the specifics of their request. Students may request our assessment of the equivalency of courses before or after the courses have been taken. In both instances, copies of the detailed course outlines should be submitted (including the course title, unit value of the course, name of course texts, information on required assignments, etc.) When the courses already have been completed, the grade of each course should be stated, preferably with university transcript documentation. Requests for equivalency should be submitted to the Graduate Advisor no later than November 15th. If equivalency is not granted, students must complete the courses or their equivalency prior to application as outlined in this Counselling Admissions Guide.

The following course descriptions may assist the student in determining whether or not equivalency may be granted.

ED-D 414, Group Processes: Analysis, theory, and research related to group processes, decision-making, and leadership in a variety of settings. Awareness and understanding of self in group contexts. The course includes skills practice and development related to group membership and facilitation.

ED-D 417, Effective Interpersonal Communication: Basic interpersonal communication skills for active listening, empathic understanding and communication of empathy. Includes analysis of effective interpersonal skills and skill building laboratory experience. The content and skills are transferable to a variety of settings, including counselling, education, human development, management, healthcare, psychology and recreation.

ED-D 418, Introduction to Theories of Counselling: Major theoretical approaches to counselling. This will include philosophical assumptions, key concepts, the process of change, and interventions. Designed for those interested in counselling, psychotherapy, and helping relationships.

3. Previous Field Experience is Required for Admission (Résumé)

Applicants must obtain at least one year of relevant field experience prior to applying (500 hours). Experience may be in more than one setting, paid or voluntary, and does not need to be continuous. Resumes submitted must document all work experience. Students who reactivate their file must submit a current résumé. -Please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available).

In the résumé, all relevant field experience should be clearly documented, including dates, type of activity, hours worked or contributed per week, responsibilities, skills required, and the name(s) of person(s) responsible for supervision and evaluation of performance. A brief statement about what was gained or learned from the experience(s) should be included. Each applicant has an opportunity to document in what way they believe their experience is relevant and successful. Whether the candidate was working or not, all gaps in the history should be included and explained. The purpose of the experience requirement is, in part, to show involvement and interest in people-oriented work.

4. Assessment Reports (References)

Each applicant is required to submit two confidential assessment reports from persons who are in positions to comment on the candidate's abilities and performance. These references should be from academic instructors and professional supervisors (at least one of each), and must be prepared specifically for admission to UVic's counselling graduate program. It is not acceptable to have an assessment report completed by a co-worker or friend. The application package contains two assessment report forms for this purpose. Please ensure that referees use the correct forms and submit them directly to Graduate Admissions and Records. If the referees choose to write a personal letter, it should be in addition to the completed report form. Please request they attach it to the proper form. Students who reactivate their file may submit two additional assessment reports.

5. Counselling Skills Evaluations

All applicants to Counselling graduate programs must request two Counselling Skills Evaluations of their counselling abilities. One should be from an instructor of ED-D 417 or approved equivalent course. The other may be from a supervisor of the applicant's counselling or other applied work setting. The purpose of these evaluations is to provide a more detailed qualitative assessment of your counselling skills and professional characteristics than is intended by the two required assessment reports (see # 4), and is therefore to be submitted in addition to the assessment reports.

Both the *Counselling Skills Evaluation* form and the *Graduate Studies Assessment Report* form can be downloaded from our website at <http://www.educ.uvic.ca/epls/grad/couns.htm> under *Guidelines for Applicants*. The *Counselling Skills Evaluations* are to be submitted by the Referee directly to the Graduate Programs Office, Dept. of Educational Psychology and Leadership Studies. Candidates should indicate on their personal statement who has been asked to submit these reports. *Counselling Skills Evaluations* should be completed by two different people from those who completed the *Assessment Reports*.

6. Personal Statement

Applicants are to prepare a Personal Statement as part of their admission requirements. You are invited to present a brief essay covering the following areas:

- (a) How might enrolment in a counselling graduate program at the University of Victoria help you meet important life goals and aspirations? Are there any critical incidents in your life that helped you to develop these goals and aspirations?
- (b) What preferences do you have in a counselling graduate program in terms of course content and style of teaching, skill development, and personal learning?
- (c) What are your personal strengths and weaknesses as a person, learner, and counsellor?
- (d) What personal values are most important to you and how do they influence your views about being a counsellor?
- (e) What type of setting would you like to work in following graduation from a counselling program and what client population would you like to work with?
- (f) Add any other relevant information that you think would help the admissions committee to know about you as a person and a potential counsellor.
- (g) Indicate the names of the people who have been asked to submit your Counselling Skills Evaluations. Applicants are advised to use the above headings in abbreviated form in the Personal Statement, to facilitate the reading of material. The personal statement should be typed, double spaced, with normal margins and should be no longer than 5 pages. Please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available). Students who reactivate their file should submit an updated personal statement and résumé.

7. Research Statement

M.A. applicants are asked to include a separate one-page description of previous experience with research projects or courses, as well as a brief description of present interests in counselling research areas. -Please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available). Students who reactivate their file should submit a current Research Statement. (Please note that the number of M.A. students admitted each year varies, dependent upon the availability of faculty members for supervision.) M.A. applicants will be selected on availability of supervisor and research interest match.

8. Interview Process

Successful candidates who are under consideration for admission to the program will be asked to prepare a videotaped interview in response to a set of questions provided by the Graduate Advisor. The Counselling faculty have come to use a videotaped interview procedure so that all students may have the same situation for conducting the interview. The videotaped interview permits all of the Counselling faculty to directly observe each applicant addressing the same set of questions. The purpose of the admission interview is to determine an applicant's ability to discuss himself or herself, to clarify, if necessary, points highlighted in the application, and to enable the admissions committee to get a clearer personal picture of the individual candidate. We acknowledge that this procedure may be new to many applicants, but it is the way the Counselling faculty believe they can be fair to the most number of students during the application process.

APPLICATION DEADLINE

The deadline to apply for the full-time program on Campus is 4:00 p.m., December 1st, 2006.

Please Note: Deadline Date is for APPLYING ONLY. Refer to Application Checklist for deadlines relating to receipt of various documentation.

For deadlines on our community-based programs, please refer to <http://www.educ.uvic.ca/programs/graduate/community-based/cbgbp.php>

MASTER OF ARTS OR MASTER OF EDUCATION IN COUNSELLING?

1. Overview

The M.Ed. program should be considered by those students who have a practice focus and do not plan to go on to the doctoral degree. Students graduating with an M.Ed. degree may be required to take additional research courses and demonstrate research and writing ability should they wish to be considered for doctoral studies. The requirements for doctoral study vary from university to university.

Applicants who anticipate that their future career will involve them in research in addition to the professional practice of counselling should consider the M.A. program. Persons who anticipate going on to a doctoral program are advised to apply for the M.A. degree. This degree is also selected frequently by applicants who enjoy and wish to develop the skills of conducting research and writing.

2. Time

While both degree programs require a minimum of 18 units for completion, M.A. students typically take between 21 - 24 units to complete their degree. The M.A. degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The M.Ed. degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

3. Program Content

There is a common core of course work for both M.A. and M.Ed. students. This means an approximately 60% overlap between the course work for both programs. The major difference in program content is the research emphasis (thesis) in the M.A. program and the evaluation emphasis (project) in the M.Ed. program. Students in either program may be involved in practicum experiences in a variety of settings, including schools, community agencies, and on-campus placements. However, because of the greater likelihood of additional time on campus, M.A. students will likely engage in directed studies related to their research interests or additional practica related to their professional goals.

4. Admission Criteria

The same criteria and standards for admission are used to review candidates for both programs. Normally, more M.Ed. students are accepted each year. Two supervisors are typically assigned to the group of students admitted into the M.Ed. program, whereas M.A. students require a faculty supervisor for each student. Generally more students apply for the M.Ed. program than for the M.A. program.

5. Transfer

Students admitted to either of the degree programs can apply for transfer if upon further deliberation they have changed their interest, career objectives, or time commitments. However, all M.A. transfers are carefully considered by the Counselling Faculty on an individual basis and based on the interests and availability of individual faculty. Transfer from an M.Ed. into the M.A. program is not automatic. Applicants are asked to submit a letter to the Graduate Advisor in February outlining their research interests, possible supervisor, and time line for completion. M.A. transfer requests will be considered with the incoming M.A. applications for the following year.

COUNSELLING FACULTY

Robinder, Bedi, Ph.D. (Information to be announced)

Tim Black, Ph.D. (721-7820) Military and civilian trauma; posttraumatic stress disorder; group counselling, counsellor training/education, action-based adult learning, therapeutic enactment, clinical supervision, and career transition

David de Rosenroll, Ph.D. (721-7841) Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches

M. Honoré France, Ed.D. (721-7858) Diversity and cultural issues related to counselling, transpersonal psychology, ecopsychology, Spirituality, First Nations counselling, working residential school survivors, group dynamics

Anne Marshall, Ph.D. (721-7815) Adolescent transitions and identity, cultural approaches to counselling, counsellor skill development, career and life planning, interdisciplinary research

Blythe Shepard, Ph.D. (721-7772). Child and youth mental health, identity development and self-constructions of youth, adolescent career development; and qualitative research methodology

More detailed information about the faculty members may be obtained on the Department website at: <http://www.educ.uvic.ca/epl>

OTHER FACULTY (Other faculty interested in serving on student committees who teach graduate counselling courses or have an interest in counselling)

Jillian Roberts, Ph.D., R. Psych. (721-7817) (on sabbatical) Medically fragile school children, concepts of quality of life, psychology of the individual, program planning, ethics and qualitative research methodology

GRADUATE ADVISOR

GRADUATE ADVISOR

Dr. Blythe Shepard, email: blythes@uvic.ca, MacLaurin A460, Tel. (250) 721-7772, FAX (250) 721-6190

Mailing Address: Faculty of Education, University of Victoria
Box 3010, Victoria, B.C. V8W 3N4

Courier Address: Faculty of Education, University of Victoria
MacLaurin Building, General Office Room A241 Tel. (250) 721-7766
3800 Finnerty Road, Victoria BC V8P 5C2

GRADUATE PROGRAM ASSISTANT

Zoria Crilly, email: epslgrad@uvic.ca, MacLaurin A451, Tel. (250) 721-7883, FAX: (250) 721-6190

FINANCIAL ASSISTANCE

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. All students admitted to the program who were assessed with a 7.0 or higher GPA will be considered.

Paid assistantships (research and teaching) are available within the department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching and research assistantships varies yearly. In recent years these forms of student support have received additional funding through the Academic Income Supplement (AIS) program. For information, contact individual professors and the Department Chair. For further information on awards for graduate study please refer to the University Calendar.

The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of \$3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at <http://registrar.uvic.ca/safa/workstudy/workstudyindex.html>

APPLICATION OPTIONS

Applicants can now apply on-line or download an application from the Graduate Admissions and Records website. Refer to *Prospective Student Information* at <http://registrar.uvic.ca/grad/admission-checklist.html> for details on the registration process and other helpful information.

It is the responsibility of the applicant to ensure ALL sections on the application are completed and ALL required documents (e.g., transcripts, assessment reports) are submitted. Please use checklist located below to organize your application.

Students are encouraged to begin the application process well in advance, particularly if transcripts and letters of reference are coming from outside the province.

For students who have previously applied for graduate studies, re-registration is required and an application fee sent to Graduate Admissions and Records by December 1st, 2006. If it is more than one year since applying, a new application is required. Files are kept for 1 year. Students who reactivate their file must submit a revised resume to Graduate Admissions and a revised Personal Statement and Research Statement (if applicable) to the Department. Please put current dates on these items.

For assistance with the registration process, please contact Sherry Graver, Graduate Admissions and Records at sgraver@uvic.ca or telephone (250) 721-8715.

APPLICATION CHECKLIST

Please note that certain documents should be sent to Graduate Admissions and Records and certain documents should be sent to the Department. To assist in the process, the following checklist has been developed for your use. Please ensure the proper documents are sent to the proper place. Failure to do so may result in an incomplete application and may jeopardize the application. Original documents must be received by the dates indicated.

Applicants are encouraged to begin the process early as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts). If all documents are not received by the end of January students may be refused admission as a result of presenting an incomplete application.

Use this Application Checklist to confirm that all required material has been submitted. Please return a copy of the completed checklist with the material you send to the Department. Material sent without the completed checklist will delay the processing of your application.

Please note that the information and requirements in this brochure are valid for 2007-2008, and are subject to change in the future.

APPLICATION CHECKLIST FOR FULL TIME PROGRAM

DEADLINE: DECEMBER 1, 2006

Name _____

Date Submitted: _____

Applicant Signature _____

MATERIAL TO BE SENT TO GRADUATE ADMISSIONS AND RECORDS	MATERIAL TO BE SENT TO DEPARTMENT
University of Victoria Box 3025, Victoria, BC V8W 3P2	Counselling Graduate Program Educational Psychology & Leadership Studies Faculty of Education University of Victoria Box 3010, Victoria, BC V8W 3N4
Must be received by December 1st, 2006	Must be received by November 1st, 2006
<input type="checkbox"/> Application Form or Online Application (ensure all sections are complete)	<input type="checkbox"/> 414/417/418 Request for Equivalency (if appropriate)
<input type="checkbox"/> Application Fee	Must be received by December 1st, 2006
<input type="checkbox"/> List of courses in progress	<input type="checkbox"/> Copy of application checklist
<input type="checkbox"/> Résumé	<input type="checkbox"/> List of required 9 units of 3 rd & 4 th year courses
Must be received by January 1, 2007	<input type="checkbox"/> Personal Statement
<input type="checkbox"/> Assessment Reports (2)	<input type="checkbox"/> Counselling Skills Evaluations (2)
<input type="checkbox"/> Official Transcripts (2 copies of each transcript)	<input type="checkbox"/> Research Statement (M.A. applicants only)
	<input type="checkbox"/> Practicum Support Letter (Community-based applicants only)
	<input type="checkbox"/> For reactivation of a file, *a letter stating actions taken to strengthen the new application *updated Personal Statement *updated Research Statement (MA applicants only)
	Note: For the above documentation please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available).

Please **return a copy of the completed checklist** with the material you send to the Department (personal statement, research statement, etc.). Material sent without the completed checklist will delay the processing of your application.